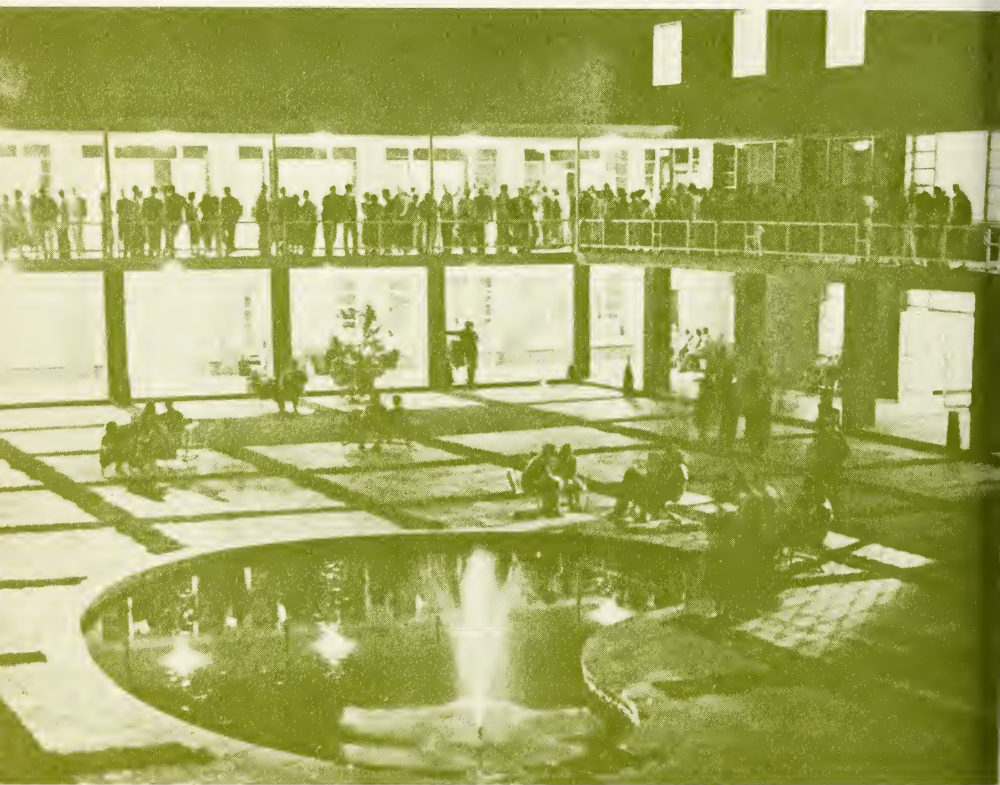


The background of the cover features a large, faint, circular seal of the University of North Carolina at Greensboro. The seal contains a profile of a person wearing a Phrygian cap, with a sunburst above the head. The text "THE UNIVERSITY OF NORTH CAROLINA" is arched across the top, and "GREENSBORO" is arched across the bottom. The year "1891" is visible near the bottom center of the seal.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO 1972-1973

• —BULLETIN



The University of North Carolina
at Greensboro

Bulletin

Catalog Issue for the Year 1971-1972
Announcements for 1972-1973

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PAID AT GREENSBORO, NORTH CAROLINA.

● CALENDAR FOR 1972 ●

JANUARY							APRIL							JULY							OCTOBER						
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● CALENDAR FOR 1973 ●

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UNIVERSITY CALENDAR—1972-1973

Fall Semester

1972

Aug. 23, Wed., 9 a.m.-4 p.m.	Residence halls open.
Aug. 24, Thurs.	Orientation for freshmen and transfers begins; advising of freshmen and transfers.
Aug. 25, Fri., 9 a.m.-4:30 p.m.	Registration for transfer students and completion of registration for sophomores, juniors, and seniors.
Aug. 26, Sat., 9 a.m.-1 p.m.	Advising and registration for graduate students.
Aug. 26, Sat., 9 a.m.-4:30 p.m.	Registration for freshmen.
Aug. 27, Sun., 7 p.m.	Chancellor's Convocation for all new students.
Aug. 28, Mon., 8 a.m.	Instruction begins.
Aug. 28, Mon., 9 a.m.-4 p.m.	Late registration, late fee payable.
Sept. 4, Mon.	Last day to change courses or course sections. An undergraduate student may add a course after this time with the approval of the Dean of Academic Advising and the instructor of the course. Unusual circumstances for adding a course must be demonstrated.
Sept. 25, Mon.	Last day to drop courses without penalty. At any time during the semester a student may elect to drop a course. If the instructor reports that the student is not failing, the student may drop the course without penalty.
Sept. 25, Mon.	Last day for undergraduates to request Pass/Not Pass evaluation.
Oct. 5, Thurs.	Founders Day.
Oct. 9, Mon.	Last day for undergraduates to remove incomplete grades.
Oct. 9, Mon.	Six weeks unsatisfactory progress reports due in the Registrar's Office.
Oct. 9-Nov. 29	Student teaching, fall semester.
Oct. 26, Thurs.	Reading knowledge examinations in French, Spanish, and German.
Oct. 28, Sat.	Graduate Record Examinations administration.
Nov. 4, Sat.	Admission Test for Graduate Study in Business.
Nov. 11, Sat.	National Teacher Examinations administration.
Nov. 13-17, Mon.-Fri.	Preregistration for Spring Semester.
Nov. 22, Wed., 1 p.m.	Instruction ends for Thanksgiving Holidays.
Nov. 27, Mon., 8 a.m.	Instruction resumes.
Dec. 9, Sat.	Graduate Record Examinations administration.
Dec. 11, Mon.	Reading Day.
Dec. 12-19, Tues.-Tues.	Final examinations.
Dec. 19, Tues.	End of Fall Semester.

Spring Semester

1973

Jan. 6, Sat., 9 a.m.-1 p.m.	Advising and registration for graduate students.
Jan. 8, Mon., 9 a.m.-4 p.m.	Late registration for graduate students, late fee payable.
Jan. 9, Tues., 9 a.m.-4:30 p.m.	Completion of registration for Spring Semester for undergraduate students.
Jan. 10, Wed.	Classes begin for Spring Semester.
Jan. 15-Feb. 15	Apply for student teaching in 1973-74.
Jan. 17, Wed.	Last day to change courses or course sections. An undergraduate student may add a course after this time with the approval of the Dean of Academic Advising and the instructor of the course. Unusual circumstances for adding a course must be demonstrated.
Jan. 20, Sat.	Graduate Record Examinations administration.
Jan. 27, Sat.	National Teacher Examinations administration.
Jan. 30, Tues.	Reading knowledge examinations in French, Spanish, and German.

Feb. 7, Wed.	Last day to drop courses without penalty. At any time during the semester a student may elect to drop a course. If the instructor reports that the student is not failing, the student may drop the course without penalty.
Feb. 7, Wed.	Last day for undergraduates to request Pass/Not Pass evaluation.
Feb. 21, Wed.	Last day for undergraduates to remove incomplete grades.
Feb. 21, Wed.	Six weeks unsatisfactory progress reports due in the Registrar's Office.
Feb. 24, Sat.	Graduate Record Examinations administration.
Feb. 26-Apr. 20	Student teaching, spring semester.
Mar. 10, Sat., 1 p.m.	Instruction ends for Spring Holidays.
Mar. 19, Mon., 8 a.m.	Instruction resumes.
Apr. 5, Thurs.	Reading knowledge examinations in French, Spanish, and German.
Apr. 7, Sat.	National Teacher Examinations administration.
Apr. 7, Sat.	Admission Test for Graduate Study in Business.
Apr. 9-13, Mon.-Fri.	Preregistration for Fall Semester.
Apr. 28, Sat.	Graduate Record Examinations administration.
Apr. 30, Mon.	Reading Day.
May 1-8, Tues.-Tues.	Final examinations.
May 12-13, Sat.-Sun.	Commencement activities.

1973 Summer Session (Tentative)

First Term

May 31, Thurs.	Registration.
June 1, 4, 5, Fri., Mon., Tues.	Late registration.
June 1, Fri.	Instruction begins.
July 6, Fri.	Examinations.

Second Term

July 9, Mon.	Registration.
July 10, 11., Tues., Wed.	Late registration.
July 10, Tues.	Instruction begins.
August 14, Tues.	Examinations.

TABLE OF CONTENTS

	<i>Page</i>
CALENDAR	3
OFFICERS OF ADMINISTRATION	6
I. THE UNIVERSITY	12
II. ADMISSION	20
III. EXPENSES	30
IV. FINANCIAL AID	40
V. STUDENT AFFAIRS	58
VI. STUDENT LIFE AND ACTIVITIES	70
VII. GENERAL UNIVERSITY DEGREE REQUIREMENTS	76
VIII. THE COLLEGE, SCHOOLS, AND SPECIAL PROGRAMS	82
IX. ACADEMIC REGULATIONS	134
X. DESCRIPTION OF COURSES	150
XI. STATISTICAL SUMMARIES	298
XII. ORGANIZATION	300
OFFICERS OF INSTRUCTION	302
FACULTY COMMITTEES	345
INDEX	352

OFFICERS OF ADMINISTRATION THE UNIVERSITY OF NORTH CAROLINA

WILLIAM CLYDE FRIDAY, B.S., LL.B., LL.D., *President*

ARNOLD KIMSEY KING, A.B., A.M., Ph.D., *Vice President—Institutional Studies*

HERMAN BROOKS JAMES, B.S., M.S., Ph.D., *Vice President—Research and Public Service Programs*

L. FELIX JOYNER, A.B., *Vice President—Finance*

CAMERON P. WEST, A.B., M.A., Ed.D., *Vice President—Planning*

JOHN P. KENNEDY, JR., S.B., B.A., M.A., J.D., *Secretary of the University*

GEORGE ELDRIDGE BAIR, B.A., M.A., Ph.D., *Director of Educational Television*

JAMES L. JENKINS, JR., A.B., *Assistant to the President*

RICHARD L. ROBINSON, JR., A.B., LL.B., *Assistant to the President*

By the act of the General Assembly of 1931, the University of North Carolina at Chapel Hill, the North Carolina College for Women at Greensboro, and the North Carolina State College of Agriculture and Engineering at Raleigh were merged into The University of North Carolina.

By the act of the General Assembly of 1963, effective July 1, 1963, the University of North Carolina comprised: The University of North Carolina at Chapel Hill, The University of North Carolina at Greensboro, and North Carolina State of The University of North Carolina at Raleigh.

By the act of the General Assembly of 1965, effective July 1, 1965, The University of North Carolina comprised: The University of North Carolina at Chapel Hill, The University of North Carolina at Charlotte, The University of North Carolina at Greensboro, and North Carolina State University at Raleigh.

By the act of the General Assembly of 1969, effective July 1, 1969, The University of North Carolina comprised: The University of North Carolina at Asheville, The University of North Carolina at Chapel Hill, The University of North Carolina at Charlotte, The University of North Carolina at Greensboro, The University of North Carolina at Wilmington, and North Carolina State University at Raleigh.

By the Act to Consolidate the Institutions of Higher Learning in North Carolina of October 1971, the General Assembly merged the nine regional universities and the School of the Arts into the University of North Carolina. Planning for the merger began on January 1, 1972, and on July 1, 1972, the enlarged multicampus university of sixteen component institutions began operation under a new thirty-two member Board of Governors.

The major purpose of the merger is that of providing for the efficient and effective governance of higher education in North Carolina.

Each institution has its own faculty and student body, and each is headed by a chancellor as its chief administrative officer. Unified general policy and appropriate allocation of function are effected by a single Board of Governors and by the President with other administrative officers of The University. The general administration offices are located in Chapel Hill.

The chancellors of the component institutions are responsible to the President as the principal executive officer of The University of North Carolina.

OFFICERS

OFFICERS

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

Chancellor

JAMES SHARBROUGH FERGUSON, B.A., M.A., Ph.D.

Academic Affairs

Vice Chancellor for Academic Affairs

STANLEY LLEWELLYN JONES, B.S., M.A., Ph.D.

HENRY HERBERT WELLS, B.A., M.S., Ph.D., Assistant Vice Chancellor for
Academic Affairs

College of Arts and Sciences

ROBERT L. MILLER, Ph.B., B.S., M.S., Ph.D., Dean

Office of Academic Advising

BERT ARTHUR GOLDMAN, B.A., M.Ed., Ed.D., Dean

Graduate School

JOHN WESLEY KENNEDY, B.A., M.A., Ph.D., Vice Chancellor for
Graduate Studies

RANDOLPH MCGUIRE BULGIN, B.A., Ph.D., Associate Dean

School of Business and Economics

DAVID HOWARD SHELTON, B.A., M.A., Ph.D., Dean

School of Education

ROBERT M. O'KANE, B.A., M.Ed., Ed.D., Dean

School of Health, Physical Education and Recreation

ETHEL MARTUS LAWTHER, B.A., M.S., Dean

School of Home Economics

NAOMI ALBANESE, B.A., M.A., Ph.D., Dean

School of Music

LAWRENCE HART, B.M., M.M., D.Mus.A., Dean

School of Nursing

ELOISE R. LEWIS, B.S.N., M.S.Ed., Ed.D., Dean

Summer Session

HERBERT WILLIAM FRED, B.M.E., M.M., Ph.D., Director

Extension

JOSEPH EUGENE BRYSON, B.A., M.A., Ed.D., Director

Library

JAMES HOWARD THOMPSON, B.A., M.A., M.S., Ph.D., Director

Office of Registration and Records

HOWARD HOYT PRICE, B.S., M.A., Registrar

Office of Admissions

RICHARD P. LOESTER, B.A., M.A., Director

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Office of Institutional Studies

JOHN L. SAUNDERS, B.S., M.Ed., Director

Computer Center

ROSCOE JACKSON ALLEN, B.S., M.S., Ed.D., Director

Student Affairs

Dean of Students

JAMES HENRY ALLEN, B.A., B.D.

Dean of Student Services

KATHERINE HENRIETTA TAYLOR, B.A., M.A.

Dean of Women

SHIRLEY K. FLYNN, B.S., M.S.P.E., Ed.D.

Dean of Men

CLARENCE OLAN SHIPTON, B.A., M.Ed.

Student Health Center

WILLIAM K. McRAE, B.S., M.D., Director

PETER J. ANASTASIA, B.S., M.D., Assistant Director

OLIVIA ABERNETHY, M.D., Associate Physician

¹WILLIAM E. DIONNE, M.D., Associate Physician

²OWEN W. DOYLE, M.D., Consulting Radiologist

²KENNETH H. EPPLE, M.D., Consultant in Psychiatry

²ROBERT WILFONG WHITENER, B.A., M.D., Consultant in Psychiatry

Student Aid Director

ELEANOR SAUNDERS MORRIS, B.A.

Religious Activities

KATHERINE HENRIETTA TAYLOR, B.A., M.A., Co-ordinator

Elliott Hall

KATHERINE HENRIETTA TAYLOR, B.A., M.A., Director

Placement Director

JOSEPHINE PARKER SCHAEFFER, B.A.

Business Affairs

Vice Chancellor for Business Affairs

HENRY LEE FERGUSON, JR., B.S., C.P.A.

Director of Business Services

EVERETT SHUFORD WILKINSON, JR.

Business and Finance Assistant

HERBERT E. VAUGHAN, JR., B.S., M.A.

Accounting

LEON J. SARTIN, B.S., Director

¹Effective March 1, 1972.

²Part-time.

OFFICERS

Internal Auditor

RALPH F. HILL, B.A.

Purchasing Officer

ROGER FRANKLIN DAVIS, B.A.

Physical Plant

NESTUS HANNIBAL GURLEY, B.S., Director

Book Store

ETHEL V. BUTLER, B.A., Manager

Dining Halls

ARA SLATER FOOD SERVICE

TERRY MCCASKILL, Manager

Development Affairs

Development

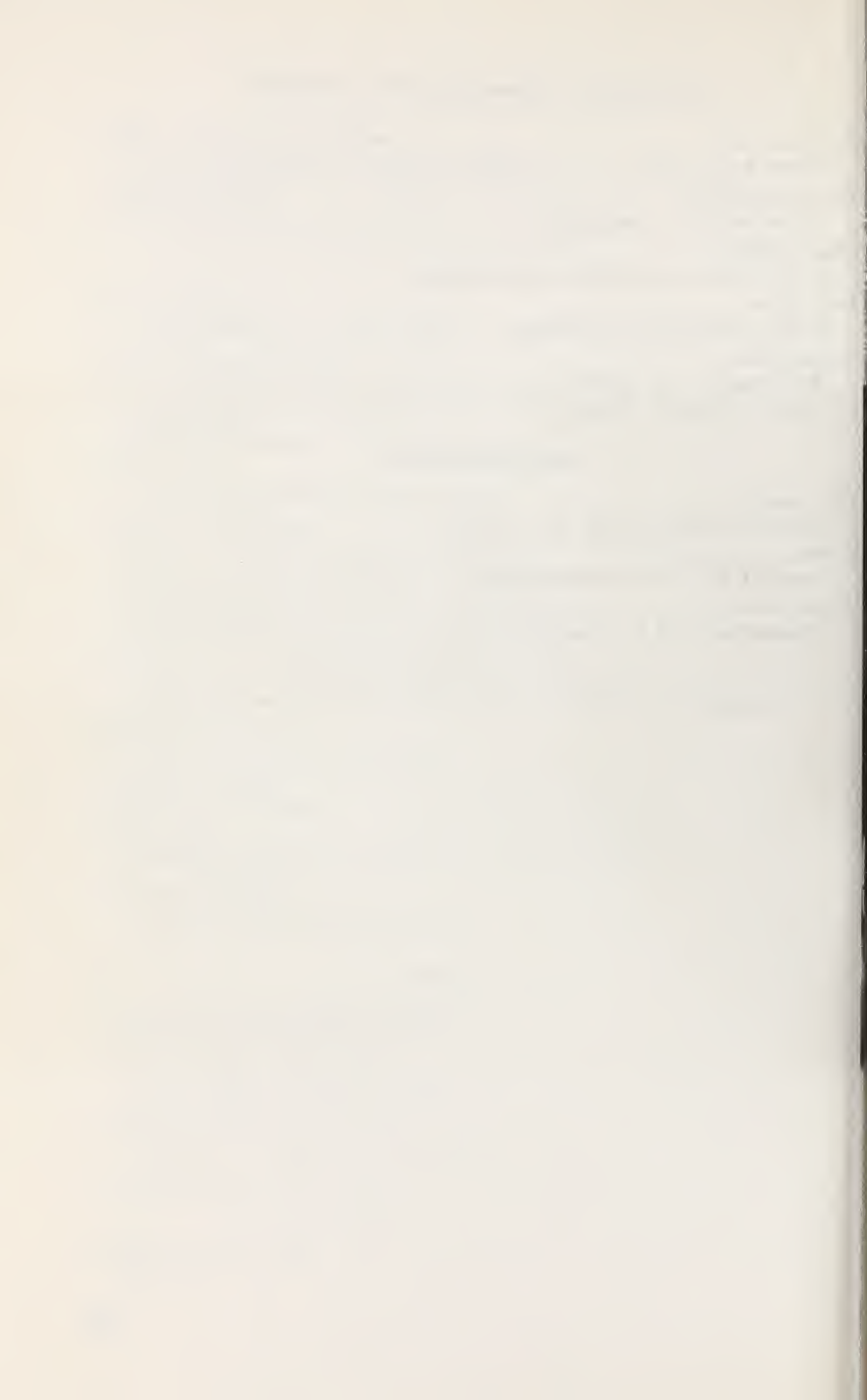
GEORGE WINSTON HAMER, B.A., Director

Director of Alumni Affairs

BARBARA ELLEN PARRISH, B.A., M.A.

News Bureau

WILSON DAVIS, B.A., Director





PART I

The University

I. THE UNIVERSITY

HISTORY OF THE UNIVERSITY

The University of North Carolina at Greensboro was established by legislative enactment on February 18, 1891, and opened on October 5, 1892. The City of Greensboro, situated near the geographical center of the state, was selected for the location of the new institution. Its citizens voted bonds to the sum of \$30,000 for the erection of the first buildings, and the original ten-acre site was given by R. S. Pullen and R. T. Gray.

The University, for many years (1892-1919) the State Normal and Industrial College, and later (1919-1932) the North Carolina College for Women, and from 1932-1963 the Woman's College of the University of North Carolina, came into being as a direct result of a crusade made by Charles Duncan McIver in behalf of the education of women. Other pioneers in public school education—notably, Charles B. Aycock, Edwin A. Alderman, and James Y. Joyner—came to Dr. McIver's assistance; but to him more than any other individual the University owes its foundation.

During the years 1932-63 the University was known as the Woman's College of the University of North Carolina and was one of the three branches of the consolidated University of North Carolina. In 1962 the Board of Trustees recommended that the Greensboro campus become coeducational in the fall of 1964. By act of the General Assembly in the spring of 1963, the name of the institution was changed to the University of North Carolina at Greensboro.

The crusader for founding the institution, Charles Duncan McIver, served the institution as its first president. In 1906, following the death of Dr. McIver, Dr. Julius I. Foust became president and served until 1934, when he retired from active service. In 1934 Dr. Walter Clinton Jackson, who had served as teacher and vice-president, was elected head of the institution with the title of Dean of Administration. By act of the Board of Trustees in 1945, the title of the head of the institution was changed to Chancellor.

HISTORY OF THE UNIVERSITY

Dr. Jackson, who retired in 1950, was succeeded by Dr. Edward Kidder Graham. After Dr. Graham's resignation in 1956, Dr. W. W. Pierson, Jr., served as Acting Chancellor until July 1, 1957, when Dr. Gordon W. Blackwell became Chancellor. Dr. Pierson returned to serve again as Acting Chancellor in September 1960 after the resignation of Dr. Blackwell. Dr. Otis Singletary became Chancellor July 1, 1961. During the period of November 1964 to February 1966 while Dr. Singletary was on leave of absence, Dr. James S. Ferguson served as Acting Chancellor. Dr. Singletary returned and served as Chancellor until his resignation on November 1, 1966. Dr. Ferguson again served as Acting Chancellor and was appointed Chancellor on January 9, 1967.

Although the institution was founded upon a profound belief that education must go beyond providing technical skills and competencies, it has always been committed to a program strongly rooted in general education. In addition to education in the liberal arts, the University offers teacher education in all fields and specialized curricula in art, music, home economics, business, physical education, and nursing.

The University has grown to a student body of approximately 7,000 and a faculty of approximately 500, and a plant valued at approximately \$41,000,000. In addition, over 600 people are enrolled in extension centers throughout the state.

The University of North Carolina at Greensboro entered a new era as it became a coeducational University in the fall of 1964. It assumes a greater role as a part of the public education system of the State of North Carolina. As a state institution it desires to be of the greatest possible service to the people of North Carolina, and its advantages are open to all on similar terms without regard to race, color, or national origin.

ACCREDITATION

The University is a member of the Southern Association of Colleges and Secondary Schools, The Association of American Colleges, the American Council of Education, the Southern Association of Colleges for Women, the North Carolina College Conference, and the National Commission of Accrediting. The University is listed with an approved program by the National Council of Accreditation in Teacher Education. The University is regionally accredited by the Southern Association of Colleges and Schools. The School of Music is accredited by the National Association of Schools of Music. The Chemistry Department is accredited by the American Chemical Society. The School of Nursing is accredited by the North Carolina Board of Nursing and the National League for Nursing.

DEGREE PROGRAMS

The University confers six undergraduate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Science in Home Economics, Bachelor of Science in Medical Technology, and Bachelor of

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Fine Arts. Graduate curricula are offered in the fields of Art, Biology, Business Administration, Business Education, Chemistry, Drama-Speech, Economics, Education, English, French, Health, History, Home Economics, Mathematics, Music, Physical Education, Physics, Psychology, Spanish, and Fine Arts. A Ph.D. degree is given in Home Economics, English, and Psychology. The Ed.D. degree is given in Education in the areas of Guidance and Counseling, Educational Administration, or Curriculum and Teaching; in Physical Education; and in Music Education.

STATEMENT OF PURPOSE

The objectives of The University of North Carolina at Greensboro are based upon legal mandate and heritage from history. During the first seven decades of its history, the institution's mission was to prepare women, primarily undergraduate, for the most effective living in the society of that day; today the University must prepare both men and women, graduate and undergraduate, for the most effective living in the world they now face. As a growing, medium size university, it prepares to build upon the strengths developed during its existence as an institution primarily for women. These strengths have included emphasis on the humanities, arts, and professions of particular interest to women. A continued emphasis on the liberal arts is especially important now because of the increased concern over the quality of life as well as for the vocational needs of society.

At the same time the University seeks to maintain flexibility to meet challenges and opportunities as yet not fully evident. It therefore seeks to avoid undue specialization of identity or programs that would limit such flexibility. In a decade of uncertainties for higher education, a statement of purpose for a relatively new university in an urban setting should necessarily be broad enough to allow for adaptation to the changing needs of society. Therefore, to meet the needs of its graduates, the University commits itself to the following purposes:

1. *To provide opportunity for the fullest possible development of each student as a liberally educated person.* No matter what form future society may take, and no matter what his place in it may be, every graduate will have need for the values to be gained from a study of the humanities and the arts, and the natural and social sciences. These studies are designed to give the student the fullest opportunity to develop his abilities to think clearly and logically; to expose him to the main fields of human interest; to guide him in the acquisition of knowledge; to develop his capacity to enjoy and create the beautiful; to establish habits of continuing intellectual growth; and thus to prepare him for intelligent participation in the life of the family, community, nation, and world.

2. *To provide education for certain professions.* If present trends persist, it is certain that more college-educated men and women will be needed in education, business, government, other agencies and institutions, and society at large. In recent years the University has taken important steps to

HISTORY OF THE UNIVERSITY

help meet these needs; however, the increasing number and complexity of occupations and of society's many problems make it mandatory for the institution to continue to broaden and deepen its offerings for both undergraduates and graduates, within the scope and functions assigned to it.

3. *To provide graduate study in appropriate subject-matter areas as a component institution in the University of North Carolina.* With the adoption of the President's Statement to the Board of Trustees on May 23, 1966, modifying the concept of allocation of function, added recognition was given to the new role to be played by The University of North Carolina at Greensboro. Thus, the growth in graduate work in recent years is to continue as the chief means whereby the goals of full university status will be achieved.

4. *To continue and strengthen the role of the University as a community of scholars in the world of scholarship.* An intellectually inquisitive and active faculty is likely to be a stimulating and effective teaching staff. Creative effort by members of the faculty is recognized as an important auxiliary to the primary instructional function of the University. Furthermore, as an integral part of the University of North Carolina, the University at Greensboro has an obligation to advance the frontiers of knowledge and understanding.

5. *To offer educational services and cultural opportunities to the people of the state beyond the confines of the campus.* So far as is consistent with the most effective accomplishment of the above basic instructional and scholarly functions, the University seeks to extend its services to all who can benefit from them. By a vigorous program in continuing education, it helps citizens obtain and bring up to date the competencies for employment which may be interrupted for a variety of reasons. It also provides cultural opportunities for the people of the community. Located as it is in the most populous area of the state, the University has an exceptional opportunity and obligation to expand its services in continuing education, for both credit and noncredit.

In seeking to achieve the above purposes, the University must maintain those standards of excellence for which it gained a high reputation as The Woman's College. It is recognized that this goal cannot be achieved by imitation. In addition to developing strengths along traditional lines, we seek to develop innovative programs with limited and well-defined goals that are at the same time flexible in their operation, rather than to attempt comprehensive programs that strain our resources.

BUILDINGS AND GROUNDS

The main University campus is about one mile west of the central business district of Greensboro and may be entered from either West Market Street or Spring Garden Street. It consists of 141 acres of developed and wooded land, including a nine-hole golf course. There are about 55 buildings valued at more than forty-one million dollars. These buildings are identified on the map appearing inside the back cover. More detailed

descriptions of the residence halls, library, student union, student health center, and an off-campus recreation camp may be found elsewhere in this bulletin.

THE LIBRARY

The Walter Clinton Jackson Library, completed in the spring of 1950, was improved by new lighting and air conditioning in 1965. It now has a collection of over 600,000 cataloged volumes, which includes 125,000 federal and state documents and 145,000 items in microtext. It provides on open shelves a generous selection of reference books and bibliographies, periodicals, and reserve books for class assignments. The reading room is attractively furnished to encourage leisurely reading and study. In the stack areas faculty studies and student carrels, desks, and tables are provided for concentrated study.

A sound-proof seminar room, seating about 40, and a large lecture hall, seating 372, are provided for group use of films, music, or lectures. Microfilm, microcard, and microfiche readers and reader-printers are provided for use of back files of newspapers on microfilm and other material in microtext.

It is a distinct advantage to the University at Greensboro that it is located in a rich literary and cultural area. In addition to its own book collection, the library is able to borrow, by means of interlibrary loan, material from other libraries for faculty and graduate research. Through a cooperative lending agreement with the Chapel Hill, Raleigh, and Charlotte campuses of the University and with Duke University, faculty members and graduate students may borrow books directly from the libraries of those institutions using a privilege card issued by the Reference Department of Jackson Library.

The library is building collections to strengthen its resources for both undergraduate and graduate work. Some special collections housed in Jackson Library are in the Homans' Collection in Physical Education (acquired from Wellesley College); the Silva Music Collection; the Randall Jarrell Collection of manuscripts, tapes, and books; the Southern Renaissance Collection; and a collection devoted to the history of the dance. The library is the depository for the archives and history of this University and is a selective depository for United States government documents.

A Friends of the Library organization was established in 1959. The officers for 1972-73 are: Mrs. John J. McIver, Chairman; Mr. N. P. Hayes, Jr., Vice-Chairman; Mrs. Voit Gilmore, Vice-Chairman; Dr. James H. Thompson, Secretary; Mr. H. L. Ferguson, Jr., Treasurer; Mr. George Hamer, Adviser; and a distinguished Board of Directors. One of the main objectives of the Friends is to help interpret the mission of the library and its needs to the people of North Carolina. As one of the Friends' special projects for enriching the book collections, it is promoting the collecting of Southern Renaissance literature, including first editions and manuscripts, of leading Southern writers since the 1920's.

THE WEATHERSPOON ART GALLERY

THE WEATHERSPOON ART GALLERY

The Weatherspoon Art Gallery, named for Elizabeth McIver Weatherspoon, is located in the north wing of McIver Building. Facilities are provided for a program of exhibitions held throughout the year. This series of exhibits is an integral part of the instructional program of the Department of Art. The exhibitions are open to all students and thus become a part of the general education program for all students. The public is also invited to attend the exhibitions. Television programs originate in the Gallery, which bring to a large audience the exhibitions of paintings, prints, sculpture, and other objects. From time to time appropriate professional groups hold meetings in the Gallery.

The Weatherspoon Gallery Association established in 1942 has given support in the formation of a permanent collection of paintings, sculpture, and prints by contemporary American and European artists. Major additions are made to the collection each year. Membership in the Association is open to all persons who are interested in art.

Officers of the Weatherspoon Gallery Association for 1971-72 are President, Edward Hudgins; Vice President, Ben Cone; Second Vice President, Edwin Yoder; Secretary, Mrs. Sidney Stern; Treasurer, Sion A. Boney; and Historian, Mrs. J. I. Foust.

TELEVISION

At the University is the William D. Carmichael, Jr., Television Studio Building from which programs for the University's Educational Non-Commercial Network are originated. This building contains 2 TV studios, 1 radio studio, associated control rooms, projection, film-editing, darkrooms, and engineering area. There are also dressing rooms, scenery rooms, art studio, viewing room, and offices. The television equipment is ample for a full-time operating station. Students use these facilities for laboratory work. In addition, selected students are given an opportunity to participate in television activities, either as performers or as production and program assistants. In this way they are exposed to, and trained in, the day-to-day operation of a full-time station. Programs telecast by University Television are in the nature of an extended service of the University. They are planned for and directed to all of the people of North Carolina. These are programs for specific groups (age, social, economic, or educational level) and programs of general interest.



UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Any activity of the University is potential television program material. The network also presents programs produced in cooperation with other educational and public service agencies.

DEVELOPMENT OFFICE

The Office of Developmental Affairs was set up in June 1962. Its purpose is to seek the advancement of understanding and support of the University. This includes interpreting the University to its constituent groups, involving them in affairs of the University, and soliciting and encouraging financial support from them for the University. George W. Hamer is director, and David B. McDonald is the assistant director.

The University maintains a news bureau for the purpose of publicizing University events and for providing information to people of the state regarding the activities of the campus and the members of the student body. Wilson M. Davis is director of the News Bureau, and B. Owen Bishop is the assistant director.

ALUMNI ASSOCIATION

The Alumni Association of the University of North Carolina at Greensboro was organized in 1893 and incorporated by act of the General Assembly of North Carolina on March 8, 1909. The objects of the Association, as set forth in Section 3 of the Act incorporating it, are: "To encourage, foster, and promote education in the State of North Carolina; to aid and assist the University of North Carolina at Greensboro by donations or otherwise; to aid and assist, by loans or donations, or both, worthy young women (and men) of the state to obtain an education at the said University, and for such purposes to receive, hold, invest, manage, and disburse any fund or funds which may come into its possession." The official publication of the Alumni Association is *The Alumni News*, sent to active members of the Alumni Association four times each year. In addition to keeping records on and attempting to maintain contact with thirty thousand former students, the Alumni Office assists in the promotion and organization of local alumni chapters throughout North Carolina and in many cities outside the state. Alumnae House, opened in January, 1937, is headquarters for alumni work in general. The House is available for official alumni, student, and University affairs—social, cultural, and educational.

Officers for 1971-72 are Mrs. John F. McNair, III, Raleigh, president; Mrs. Kenneth Newbold, Laurinburg, first vice-president; Mrs. Henry C. Ferrell, Jr., Greenville, second vice-president; Mrs. John H. Geis, Jr., Winston-Salem, recording secretary; and Miss Barbara Parrish, Greensboro, executive secretary.



PART II

Admission

II. ADMISSION

GENERAL INFORMATION

The University of North Carolina at Greensboro accepts applications for admission to two groups, namely:

Undergraduate Students—those seeking admission to this group must have graduated from an accredited secondary school or must have completed special examinations required by the Admissions Policies Committee.

Graduate Students—those seeking admission as graduate students must hold a bachelor's degree from a college or university approved by the appropriate regional accrediting association. For more detailed information, please see the Graduate School catalog.

All inquiries regarding the admission of undergraduate students should be addressed to the Director of Admissions, The University of North Carolina at Greensboro, Greensboro, N. C. Inquiries about graduate study should be addressed to the Vice Chancellor for Graduate Studies, The University of North Carolina at Greensboro, Greensboro, N. C.

Application may be made for admission to regular terms beginning in August and January, and to the summer sessions beginning in June and July. Early application for any term is advisable. Applications from all degree and unclassified candidates for the fall semester must be submitted prior to August 5. Applications for the spring semester must be submitted prior to December 15. Special (visiting and auditing) students are not required to meet these deadlines. The University reserves the right to withhold the admission of any applicant who ranked in the lower half of his graduating class in high school, or for other cause. The University reserves the right of final decision in the assignment of rooms.

The University at Greensboro is on the approved list for the Veteran's Administration and may accept students for regular courses. For more detailed information, write the Registrar.

ADMISSION TO THE UNIVERSITY UNDERGRADUATE CURRICULA

Admission to the University undergraduate curricula will be limited to applicants who can qualify under one of the following provisions without regard to race, sex, color, or national origin:

New Freshmen—students who meet requirements for admission to the freshman class as stated below and who have earned fewer than 24 semester hours of college credit.

Transfer Students—students who meet requirements for admission as undergraduate students and who have earned at least 24 transferable semester hours of credit in another accredited college or university. See the

ADMISSION

paragraph below headed Admission of Transfer Students to Advanced Standing.

Former Students—students entitled to honorable dismissal and in good standing who were previously enrolled in the undergraduate curricula at the University at Greensboro but who did not complete the previous semester at the University or in the spring semester failed to preregister for the next fall semester.

Unclassified Students—students who meet the same entrance requirements as regular students, who wish to earn college credits, and who have the approval of the dean of the school or the head of the department in which the courses are to be taken. Such students must abide by the same basic regulations as regular students although in exceptional cases for mature adults individual consideration in the form of personal interview is included in arriving at a decision on acceptance. If at a later date an unclassified student changes to regular status, the credits earned while he was unclassified will be accepted only if he has satisfactorily completed the proper prerequisites.

Auditing and Visiting Students—mature students who do not wish to earn college credit or work for a degree because of irregularities in qualifications or because of personal objectives. Such students who wish to audit *lecture* courses may be admitted by the Director of Admissions with the approval of the dean of the school or the head of the department in which the courses are to be taken and on a space-available basis. Auditing students who wish to enroll in a course in which individual instruction is given and where student participation is essential to the course must have the approval of the head of the department and instructor of the course.

APPLICATION FEE. Undergraduate applicants for admission are required to submit an application fee of \$10 with the application form. This fee is charged to cover the cost of processing the application; therefore, it is nonrefundable for all students and is not applicable toward the first payment for students who enroll.

ENROLLMENT DEPOSIT. In order to confirm his intention to enroll, each student admitted must submit a deposit of \$100. Payment is to be sent directly to the Admissions Office within three weeks after the date on the notice of admission. If the deposit is not received, the student's application will be canceled. Refund will be made if requested in writing before May 1 for the fall or January 1 for the spring semester.

ADMISSION BY SPECIAL EXAMINATION. The Admissions Policies Committee may review the application of a student who did not complete high school if he presents fifteen acceptable units with no deficiencies and takes the Scholastic Aptitude Test.

EARLY DECISION PLAN. The University of North Carolina at Greensboro offers early acceptance by November 1 of the student's senior year in high school for the well qualified student who has definitely decided to enter

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

the University at Greensboro if admitted. To be considered under the Early Decision Plan, a student must take the Scholastic Aptitude Test of the College Entrance Examination Board during the junior year in high school and must complete the application by October 10 of the senior year.

Requirements for admission under this plan are more selective than under the regular admissions program. Students whose applications are not accepted under the Early Decision Plan will have their applications reviewed as regular candidates. Students who are accepted under the Early Decision Plan must submit the \$100 deposit by November 22.

ADVANCED PLACEMENT PROGRAM. A student who participates in the Advanced Placement Program of the College Entrance Examination Board may have his record considered for advanced placement and/or credit at the University. He should instruct the College Entrance Examination Board to forward his credentials to the University at Greensboro upon completion of the examination in May of the senior year in high school.

ADMISSION TO THE FRESHMAN CLASS. Admission to the freshman class implies that the applicant may eventually become a candidate for a Bachelor's degree. A candidate for admission to the freshman class should submit on forms obtained from the Director of Admissions an official record of his secondary school course and recommendations from the principal as to his character and ability.

Each applicant must take the Scholastic Aptitude Test of the College Entrance Examination Board, preferably in November or December of the senior year in high school. For information about the Scholastic Aptitude Test, applicants should write to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey. The College Entrance Examination Board makes a moderate charge for these tests. It will advise the applicants of the time and place where the tests will be given. Applicants must request the Board to send their scores on these examinations directly to the Office of Admissions at the University of North Carolina at Greensboro.

Those students who have been admitted as freshmen are recommended to take the Achievement Test in Foreign Language and in English Composition. These tests, which are administered by the College Entrance Examination Board in the local high schools, are helpful for proper placement in freshman courses. Test results do not affect admission. It is recommended that they be taken preferably in May of the senior year.

The third test is optional and should, if taken, be appropriate to the student's intended major.

A recent medical report is required. The appropriate form usually is sent with the letter of admission but may be asked for earlier.

An applicant for admission to the freshman class may be admitted by certificate after graduation from an accredited school, or by examination. He should present at least fifteen acceptable units of credit. A unit is de-

ADMISSION

fined here as credit given for a course taken in secondary school which meets for one period daily during the entire school year. For admission to candidacy for any Bachelor's degree, the student must present twelve of the fifteen units in the following subjects:

English	4
Foreign language (no credit recognized if less than two years in one foreign language is offered)	2
Mathematics (usually algebra 2, geometry 1)*	3
Social Science (history 1, elective in history, economics, sociology, or civics 1)	2
Science	1

*The acceptable units must be college preparatory mathematics. General mathematics, commercial, vocational and/or business mathematics are not acceptable. A deficiency in the requirements may result in the disapproval of the candidate's application.

(For the Bachelor of Arts in Music or the Bachelor of Music degree, entrance units in music should be established. An audition is part of the admissions procedure. Students are asked to write the School of Music for information. Auditions are scheduled in November, February, and April.)

The remainder of the fifteen units may include additional study in any of the courses above and also from the following: art, Bible, music, biology, chemistry, general science, physics, foreign language, solid geometry, plane trigonometry, geography, speech, home economics, commercial arithmetic, shorthand, typewriting, bookkeeping. Not more than 3 units in vocational subjects (*i.e.*, shorthand, typewriting, bookkeeping, home economics) taken in secondary school may be included in the 15 units required for admission to the University. Entrance credit will not be granted for subjects carrying less than one-half unit.

Students who have not completed some of the prescribed units but who are otherwise qualified for admission may submit their credentials and will be given special consideration if their records warrant.

Every effort should be made to remove entrance deficiencies during the summer before entering college. Students are usually required to remove these deficiencies as a condition of admission. However, if students are allowed to enroll at the University with a deficiency, this deficiency must be removed before the student can be classified a sophomore.

ADMISSION OF TRANSFER STUDENTS TO ADVANCED STANDING. A student transferring to this institution from another college or university must fulfill the requirements for admission to the freshman class. Scores on the Scholastic Aptitude Test are required if the student has fewer than 24 semester hours that will transfer to the University. An official transcript from the secondary school and from each college previously attended showing honorable dismissal must be presented. Recom-

mendations should be sent from each institution previously attended. A catalog of the institution from which he transfers, marked to indicate the courses taken, should accompany the application. (Applicants may be asked to take special tests as a condition of admission.) Application forms and official transcripts should be filed with the Director of Admissions before August 1 for those seeking to enter the fall semester and before December 15 for those seeking to enter the spring semester.

Transfer students who enter the University after attendance at junior colleges will receive transfer credit for no more than 64 semester hours plus two semester hours of physical education.

Applicants from nonaccredited institutions (see "Transfer Credit," page 142) must meet the requirements in effect for admission to the freshman class, including a satisfactory high school record and scores on the Scholastic Aptitude Test, as well as meeting the *C* average requirement for transfers explained below.

An average of at least *C* in all previous college work attempted and in transferable courses is required for admission to advanced standing. A course passed with the lowest passing grade at another institution does not give hours credit toward graduation, but may be used to satisfy a degree requirement of the University. The quality as well as the quantity of the student's previous college work will receive consideration when credit to be allowed is determined. Should the student's work during the first year at the University prove unsatisfactory, the amount of transfer credit allowed may be reduced.

ADMISSION OF FORMER STUDENTS. Students entitled to honorable dismissal and in good standing who were previously enrolled in the undergraduate curricula but who did not complete the previous semester or did not preregister should apply for readmission to the Director of Admissions prior to August 1. If such students have earned credits at another college or university since last attending the University at Greensboro, they must submit an official transcript of credit from that institution before they can be considered for readmission.

THE SUMMER SESSION

The Summer Session at the University of North Carolina at Greensboro consists of two 5½-week terms with some short term courses scheduled within the full terms.

The Summer Session offers those courses normally available in all schools and departments during the fall and spring semesters. In addition certain special courses, workshops, and institutes which enrich the study opportunities are available.

The Summer Session program is designed to meet the needs of the following: (1) undergraduate and graduate students in degree programs at this institution, (2) high school graduates who are incoming freshmen,

ADMISSION



(3) public school teachers and administrators who wish to complete state certification requirements, (4) visiting students who wish to complete credits for transfer to their "home" institutions, (5) other students who meet general admission requirements but whose objectives are not necessarily degree oriented.

All persons wishing to enroll in the Summer Session must apply to the Director of the Summer Session. Graduate students who have not been previously admitted to the Graduate School should make application for admission to the Graduate School as well as applying to the Summer Session for summer enrollment.

Summer Session bulletins and information are available from the Summer Session Office, 208 Administration Building, University of North Carolina at Greensboro.

EXTENSION COURSES, WORKSHOPS, INSTITUTES, AND SPECIAL ACTIVITIES

The University of North Carolina at Greensboro renders aid to the citizens of this State by arranging for credit courses toward a degree or

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

certificate and by providing cultural and professional courses throughout the area. The Extension Division offers courses on and off campus as well as television courses and arranges special lecture series and individual lectures by members of the faculty. A number of conferences, usually concentrated in the summer, are held on campus with a wide variety of topics covered.

For graduate students who register for extension work, up to 6 semester hours of graduate credit may be counted toward the Master's degree. Although the State provides the extension service only as it is self-supporting, the cost of courses to the participants is minimal. Inquiries about the program of the Extension Division should be addressed to the Director of Extension, The University of North Carolina at Greensboro, Greensboro, North Carolina 27412.

OFFICE FOR ADULT STUDENTS

A Continuing Education Counselor is available to assist adult men and women who wish to begin, resume, enrich, or supplement their higher education after an interruption. Admissions assistance, special or non-degree student advising, study guidance, other services and referral are offered. The Office also works with various units of University administration and faculty in meeting the expressed continuing education needs of adults on campus and in the community.

GRADUATE SCHOOL

JOHN W. KENNEDY, *Vice Chancellor for Graduate Studies*

The Graduate School is one of the three Graduate Schools in the Consolidated University of North Carolina, with campuses located at Greensboro, Chapel Hill, and Raleigh. A limited graduate program is offered at the University of North Carolina at Charlotte. The Graduate School at Greensboro is administered by the Vice Chancellor for Graduate Studies and the Graduate Administrative Board. The Vice-President for Academic Affairs is the administrative officer of the Consolidated University who has responsibility for the development of policy on graduate study within the University of North Carolina. This policy is developed through the Graduate Executive Council composed of the Vice-President as chairman and representatives from the campuses offering graduate degrees.

MASTER'S DEGREES

Qualified applicants may enroll in graduate curricula leading to the degree of Master of Arts, Master of Arts in Education, Master of Education, Master of Fine Arts, Master of Music, Master of Science, Master of Science in Business Administration, Master of Science in Business Education, Master of Science in Home Economics, or Master of Science in Physical Education.

ADMISSION

DOCTOR OF EDUCATION DEGREE

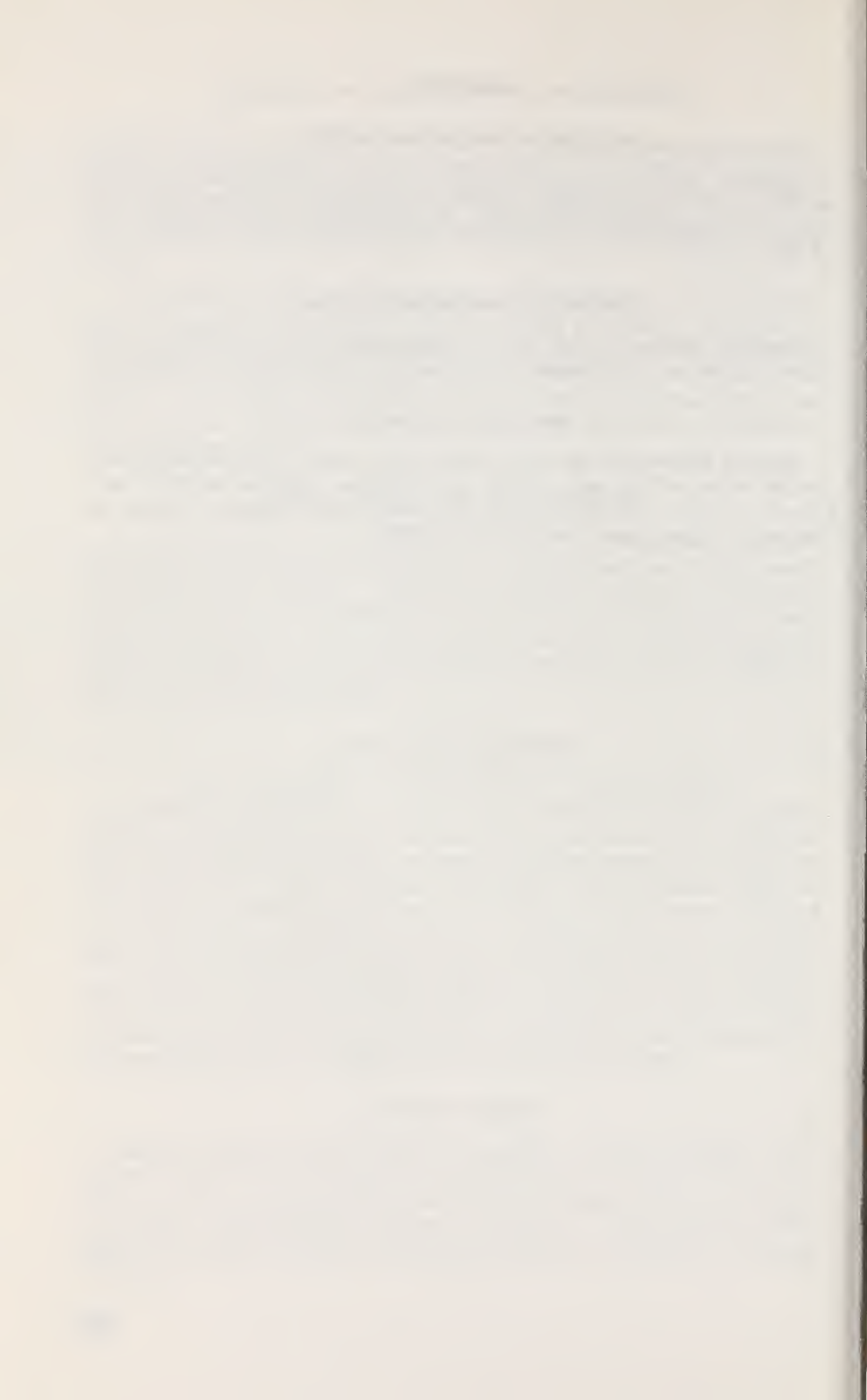
Qualified applicants may enroll in graduate curricula leading to the degree of Doctor of Education in education (guidance and counseling, educational administration, or curriculum and teaching), music education, or physical education.

DOCTOR OF PHILOSOPHY DEGREE

Qualified applicants may enroll in graduate curricula leading to the degree of Doctor of Philosophy in English, home economics, or psychology.

GRADUATE CATALOG

Students interested in graduate study should consult the Graduate School Catalog which will be sent to them upon request. Inquiries should be addressed to: The Graduate School, The University of North Carolina at Greensboro, Greensboro, North Carolina 27412.





PART III

Expenses

III. EXPENSES

RESIDENCE STATUS FOR TUITION PAYMENT

1. **General:** The tuition charge for legal residents of North Carolina is less than for nonresidents. To qualify for in-state tuition, a legal resident must have maintained his domicile in North Carolina for at least the twelve months next preceding the date of first enrollment or re-enrollment in an institution of higher education in this state. Student status in an institution of higher education in this state shall not constitute eligibility for residence to qualify said student for in-state tuition.
2. **Minors:** A minor is any person who has not reached the age of eighteen years. The legal residence of a person under eighteen years of age at the time of his first enrollment in an institution of higher education in this state is that of his parents, surviving parent, or legal guardian. In cases where parents are divorced or legally separated, the legal residence of the father will control unless custody of the minor has been awarded by court to the mother or to a legal guardian other than a parent. No claim of residence in North Carolina based upon residence of a guardian in North Carolina will be considered if either parent is living unless the action of the court appointing the guardian antedates the student's first enrollment in a North Carolina institution of higher education by at least twelve months.
3. **Adults:** An adult is any person who has reached the age of eighteen years. Persons, eighteen or more years of age at the time of first enrollment in an institution of higher education, are responsible for establishing their own domicile. Persons reaching the age of eighteen, whose parents are and have been domiciled in North Carolina for at least the preceding twelve months, retain North Carolina residence for tuition payment purposes until domicile in North Carolina is abandoned. If North Carolina residence is abandoned by an adult, maintenance of North Carolina domicile for twelve months as a non-student is required to regain in-state status for tuition payment purposes.
4. **Married Students:** The legal residence of a wife follows that of her husband, except that a woman currently enrolled as an in-state student in an institution of higher education may continue as a resident even though she marries a nonresident. If the husband is a nonresident and separation or divorce occurs, the woman may qualify for in-state tuition after establishing her domicile in North Carolina for at least twelve months as a non-student.
5. **Military Personnel:** No person shall lose his in-state resident status by serving in the Armed Forces outside of the State of North Carolina. A member of the Armed Forces may obtain in-state residence status for

EXPENSES

himself, his spouse, or his children after maintaining his domicile in North Carolina for at least the twelve months next preceding his or their enrollment or re-enrollment in an institution of higher education in this state.

6. **Aliens:** Aliens lawfully admitted to the United States for permanent residence may establish North Carolina residence in the same manner as any other nonresident.
7. **Property and Taxes:** Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.
8. **Change of Status:** The residence status of any student is determined as of the time of his first enrollment in an institution of higher education in North Carolina except:
 - (a) in the case of a nonresident student at the time of first enrollment who has subsequently maintained domicile as a non-student for at least twelve consecutive months and
 - (b) in the case of a resident who abandons his legal residence in North Carolina.

In either case, the appropriate tuition rate will become effective at the beginning of the first subsequent term enrolled.

9. **Responsibility of Students:** Any student or prospective student in doubt concerning his residence status must bear the responsibility for securing a ruling by stating his case in writing to the Vice Chancellor for Business Affairs. The student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately informing the Vice Chancellor for Business Affairs of this circumstance in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.
10. **Appeals of Rulings of Vice Chancellor for Business Affairs:** Any student or prospective student may appeal the ruling of the Vice Chancellor for Business Affairs in writing to the Chancellor of the institution. The Chancellor may use any officer or committee which he deems appropriate in review of the appeal. Appeal of the Chancellor's ruling may be made to the President of the University; such appeals to be filed with the Chancellor and forwarded by him to the President.

TUITION AND REGULAR FEES— FULL-TIME UNDERGRADUATES

The University reserves the right to make changes in charges for tuition and fees without advance notice.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Required Costs for Students Living on Campus:

	<i>In-State</i>	<i>Out-of-State</i>
Tuition	\$ 225.00	\$1,800.00
Academic Fees	82.00	82.00
Health Service	56.00	56.00
Student Activities		
Campus Organizations	30.00	30.00
Entertainment	17.50	17.50
Student Union	25.00	25.00
Student Union Building Fees	25.00	25.00
Recreation and Athletics	14.50	14.50
Room (See Telephone Service)	370.00	370.00
Board (14 meals per week plan)	370.00	370.00
(21 meals per week plan—\$436.00)		
Laundry (women students)	60.00	60.00
(See Laundry Service)		
Total	\$1,275.00	\$2,850.00

Required Costs for Students Not Living on Campus:

Deduct Room, Board, Laundry	800.00	800.00
Total	\$ 475.00	\$2,050.00

ALL STUDENTS WHO LIVE ON CAMPUS ARE REQUIRED TO CONTRACT FOR BOARD. They may elect either a 14 meals or a 21 meals per week board plan. This option may be exercised for each semester, but ONCE AN ELECTION HAS BEEN MADE FOR A GIVEN SEMESTER, IT CANNOT BE CHANGED DURING THAT SEMESTER.

The board purchased by a student is for his personal consumption in the dining halls and is not transferable to any other person.

ENROLLMENT DEPOSITS

1. **Enrollment Deposit for Freshmen and Transfers:** Each applicant for admission who is accepted by the University is required to remit to the University an advance deposit of one hundred dollars (\$100.00) to be applied against the student's tuition and fees for the academic term for which he has been accepted. If the applicant, after remitting his deposit, decides not to attend the University and gives notice of this decision by May 1, in the case of application for the fall term, or at least one month prior to the beginning of the term, in the case of application for the spring term, the deposit shall be refunded. Deposits made by students who fail to give notice of withdrawal to the University as provided above shall be forfeited.
2. **Enrollment Deposits for Continuing Students:** An advance deposit of fifty dollars (\$50.00) is required to be made by each student enrolled for the regular academic year who intends to return for the succeeding academic year. The fee shall be paid prior to preregistration and is a prerequisite to preregistration. The deposit shall be applied against

EXPENSES

the student's tuition and fees in the event he returns. If he decides not to return to the University and gives notice of his decision within 30 days after the last day of the term in which he made the deposit (by June 30), or if the University determines that he is not eligible to return, the deposit shall be refunded. Deposits made by students who fail to give notice of withdrawal as provided above shall be forfeited.

SINGLE ROOMS IN RESIDENCE HALLS

Occasionally there are some vacant spaces in the residence halls which will permit a normal double room to be occupied as a single room. When this occurs, and when a student applies for a single room, the room rent will be 50% more than the regular rate for a student in a double room.

TELEPHONE SERVICE

Each student who is assigned to a double occupancy room with a private telephone will pay \$17 per semester for telephone service. Students occupying a single room will pay \$34 per semester. This charge covers only local service; toll charges are billed monthly directly to the student by the telephone company. The telephone charge should be added to the tuition and fee payments stated in "Schedule of Payments."

LAUNDRY SERVICE

All students who live on campus are required to pay the laundry fee. The female student rate is \$60; the male student rate is \$86. Students who live off campus may take their laundry to the University Laundry and pay as the service is rendered.

SCHEDULE OF PAYMENTS

The annual charges as listed above are payable in equal sums each semester in amounts and on or before dates as follows:

For Students Living on Campus:

	<i>In-State</i>	<i>Out-of-State</i>
First Semester:		
Freshmen and Transfers:		
Enrollment Deposit	\$100.00	\$ 100.00
On Entrance		
14 meals per week board plan	537.50	1,325.00
21 meals per week board plan	570.50	1,358.00
Continuing Students:		
Enrollment Deposit	50.00	50.00
On Entrance		
14 meals per week board plan	587.50	1,375.00
21 meals per week board plan	620.50	1,408.00
Second Semester (December 4) :		
14 meals per week board plan	637.50	1,425.00
21 meals per week board plan	670.50	1,458.00

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

For Students Not Living on Campus:

First Semester:

Freshmen and Transfers:

Enrollment Deposit	\$100.00	\$ 100.00
On Entrance	137.50	925.00

Continuing Students:

Enrollment Deposit	50.00	50.00
On Entrance	187.50	975.00

Second Semester:

December 4	237.50	1,025.00
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Certain advance deposits (application fee, enrollment deposit, etc.) have been required of students. If any of these were announced as *creditable*, the amount of the student's *first* payment under the schedule as listed above should be reduced in the amount of such deposits.

TUITION AND FEES

Special, Unclassified, and Part-time Students

Undergraduates

A. Incidental Special, Unclassified, and Part-time Students. These students are defined as follows:

1. Study represents an activity secondary to full-time occupation.
2. Residence is off campus (unless by special advance arrangements).
3. No more than seven semester hours are scheduled.

Such students will pay \$12.00 per credit hour of instruction (\$97.00 for out-of-state students), plus a registration of \$5 per semester regardless of the number of hours scheduled. Incidental students are exempt from the activities fee.

B. Regular Special and Unclassified Students and Part-time Degree Candidates.

These students are defined as follows:

1. Those for whom study is the primary activity.
2. More than seven hours are scheduled.

Credit Hours	Academic Activities		Tuition		Total Fees	
	Fees	Fees	In-State	Out-of- State	In-State	Out-of- State
8	\$33.00	\$56.00	\$ 96.00	\$776.00	\$185.00	\$865.00
9	37.00	56.00	108.00	873.00	201.00	966.00
10 & Over	Same as for Full-time undergraduates					

All undergraduate students taking 8 or more hours are required to pay the full student activities fees.



SPECIAL FEES

Late Registration: All students who register for classes after the regularly scheduled dates have passed will be charged a late registration fee of \$5. This fee is payable upon completion of registration.

Audits: Regular students may audit a course upon the written approval of the instructor and the faculty adviser, and they must register officially for the course. Attendance, preparation, and participation in the classroom discussion and laboratory exercises shall be at the discretion of the instructor. An undergraduate student paying *full* tuition and fees may audit one course per semester without additional fee. An undergraduate student paying part tuition and fees may not audit more than two courses per semester and will be charged the same rate as credit courses. These fees are payable in full at the time such courses are scheduled.

Applied Music: Undergraduate *music majors* will pay, in addition to regular tuition and fees, an additional fee of \$45 per semester to compensate for private and class instruction in applied music. *Nonmusic majors* will pay \$30 per credit hour for private applied study. Class applied study, when assigned, will be \$15 per credit hour. *Graduate music majors* may elect to be assessed under either category.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Music Practice Fees and Instrument Rentals: Special fees are charged for use of practice rooms and/or instruments. A schedule of such fees may be secured from the School of Music. The appropriate charge for each student is determined by the School of Music and is payable at the time of registration.

Laboratory Breakage: The standard academic fees charged all students include the use of laboratory facilities. Students are required, however, to pay for any equipment *broken or lost*. A laboratory breakage deposit of \$5 is required. The amount due is determined by the several departments after periodic inspections and inventories. Any unused portion of the breakage deposit will be refunded at the end of the academic year.

Special Medical Service Charges: While the Health Service fee covers ordinary medical services in the Student Health Center, X-rays, certain special medications, i.e., antibiotics, etc., are provided at minimal cost upon the recommendation of the University Physician. Such fees are determined by the University Physician and are payable upon receipt of a statement from the Cashier. Nonresident students confined to the Health Center will be charged \$2.00 per day for meal service.

Due to high medical costs in the United States and to historical experience of previous international students, all **nonimmigrant** students, regardless of status or semester hours taken, will be required to pay the Student Health Fee and to be covered by adequate health and accident insurance. The Student Accident and Sickness Insurance Plan at UNC-G must be obtained from the International Student Adviser before registration.

Students who do not qualify to pay the health service fee will be treated at the Health Center only in cases of emergency. Standard medical charges will be made for any services rendered.

Course Fees: Certain courses have special course fees to cover materials and other costs. Course fees are listed in the Courses of Instruction section of this bulletin. In applicable cases, these fees will be billed after registration. They will be payable immediately upon receipt of a statement.

Graduation Fee: For degree candidates, a fee of \$10, covering rental of cap and gown and cost of diploma, is payable during the semester in which the requirements for a degree are to be completed. No reduction of the fee is allowed for those receiving degrees in absentia.

OTHER EXPENSES

The foregoing statements cover essentially all of the charges to be paid to the University Cashier. In order that students and parents may develop reasonably accurate budgets, a few other expenses are listed.

Books and Supplies: These are to be paid for as purchased, either from the University Book Store or other available suppliers. The cost varies in accordance with the courses of study, but generally runs \$75-125 per year.

EXPENSES

Dormitory Furnishings: Students furnish their own pillows, pillow cases, sheets, blankets, bedspreads, and towels; and room accessories, such as study lamps, draperies, scatter rugs, wastebaskets, etc.

Uniforms: All students are required to purchase an approved gymnasium outfit. These outfits are available at the University Book Store. The cost ranges from \$13 to \$24. Many laboratory courses require special aprons. Smocks or coveralls are often required in art classes. A number of self-help jobs require special uniforms. Unless the student has advance information as to *exactly* what is required, it is preferable to purchase these items after arrival.

Nursing Majors: Students who are majoring in nursing will be required to purchase uniforms in the spring semester of the sophomore year. The estimated cost is \$125.00. Junior and senior nursing students will also be required to furnish the University evidence that they have secured liability insurance in the amount of \$15,000 covering their actions as student nurses while having their practical experience. If the student desires to obtain the coverage through the School of Nursing, it will be available at a cost of approximately \$5.00 per year.

Students enrolled in the Practicum in Nursing I, II, III, IV, are individually responsible for their own transportation to and from the community agencies used for practicum experiences.

It is expected that nursing students will take certain tests prepared under the auspices of the National League for Nursing during their junior and senior years. The costs of such tests normally do not exceed \$7.00 in either year.

Dry Cleaning: The University Laundry handles *wash goods only*, the cost of such services being included in the laundry fee. Woolens and other articles requiring dry cleaning must be sent out to local establishments.

REFUND POLICY FOR STUDENT FEES AND CHARGES

If a situation arises in which the University Administration considers that equity would best be served by cancelling a registration, it will do so and all charges will be refundable.

If a fee is designated as being attached to a specific service (such as an application fee or registration fee), no part of the fee is refundable if the service has been rendered.

For Students Who Have Completed Registration

Tuition and Fees:

During the first two weeks of a semester's classes, tuition and fees (not room, board, and laundry) are refundable except for 10% of these charges, plus the registration fee of \$5.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

After the first two weeks of classes, tuition and fees are not refundable.

Exceptions: Charges are refundable by Administrative action on a pro rata basis for the unexpired portion of the term for: death of student, student being drafted, withdrawal for adequate medical reason, death in the immediate family which necessitates student withdrawing, and dismissal or suspension from school.

Charges are refundable pro rata based on the unexpired portion of the term if authorized by the Refund Committee.

Room, Board, and Laundry:

ROOM RENT IS NOT REFUNDABLE. If a student qualifies for an exception as stated above, room rent is refundable except for \$25, plus pro rata part of the remaining charge based on the expired portion of the term. Where applicable, telephone service charges will be considered as a part of room rent for refund consideration.

Board and laundry are refundable except for a pro rata charge based on the expired portion of the term.

For Students Who Have Not Completed Registration

Enrollment deposits for freshmen and transfers are fully refundable if requested in writing by May 1.

Enrollment deposits for continuing students are fully refundable if requested in writing by June 30 but not refundable on or after July 1.

Exception: Deposits are fully refundable by Administrative action at any time for: death of student, student being drafted, health reasons as certified by the University Student Health Center, and death in the immediate family which prevents enrollment.

Deposits are refundable if authorized by the Refund Committee.

Refund Committee

The Refund Committee will hear appeals from any student who wishes to be heard. It will have referred to it by Administrative action any unusual requests for refunds which the regulations above do not appear to cover or where there appear to be extenuating circumstances.

The Refund Committee normally will not grant a refund if a student withdraws for personal reasons, for failing, or where a student decides to go to some other school. (Going to another campus of the University of North Carolina is the same as going to another school, since each campus is administered separately for financial purposes.)

TUITION AND FEES—GRADUATE STUDENTS

See the Graduate School Catalog.



PART IV

Financial Aid

IV. FINANCIAL AID

The University of North Carolina at Greensboro makes every effort within the limitations of its available financial aid resources to assure that no qualified student will be denied the opportunity to attend the University because of a lack of adequate funds to meet expenses. Financial assistance is available in a variety of forms to help students who meet academic and financial need criteria for eligibility. Scholarships, loans, grants, and employment may be used singly or in combination to meet a student's total financial need.

Financial aid is awarded without regard to the applicant's race, color, or national origin and on the bases of a demonstrated need for financial assistance, academic achievement and potential for success on the University level, and evidence of good citizenship. The purpose of financial aid is to supplement the resources of the student, and the primary responsibility for meeting University expenses resides with the student and his family. The financial need of a student is determined by the resources available to him in relation to University expenses.

Students in need of financial assistance to meet their expenses at the University should write to the Student Aid Office at the University to request information and application forms. The University participates in the College Scholarship Service of the College Entrance Examination Board, and the parents or guardian of a financial aid applicant are expected to complete and submit the Parents' Confidential Statement to the College Scholarship Service, with the request that a copy of the statement be sent to the University of North Carolina at Greensboro. An analysis of the financial information provided on the Parents' Confidential Statement makes it possible for the University to evaluate the financial need of an aid applicant and to award its limited funds to those students who without such help would not be able to attend the University.

Financial aid applicants are encouraged to complete and return the University's Application for Financial Aid no later than February 1 preceding the academic year for which aid is requested. The Parents' Confidential Statement should be forwarded by the applicant's parents or guardian to the College Scholarship Service at least three weeks prior to February 1.

Completion of the University's Application for Financial Aid and the supporting Parents' Confidential Statement will enable a student to receive consideration for all financial aid offered by the University, with the exception of competitive awards which may require a special application form or a special nomination process. A student may refer to the following lists of scholarships, awards, and loans for information about the specific financial aid funds available to qualified students at the University.

SCHOLARSHIPS AND AWARDS

The following are arranged alphabetically by the key word in the name of the fellowship or scholarship.

FINANCIAL AID

THE REV. AND MRS. G. D. ALBANESE SCHOLARSHIP. This scholarship was established in 1971 in honor of The Reverend and Mrs. G. D. Albanese, parents of Dean Naomi G. Albanese of the School of Home Economics. Awards are made annually to students in the School of Home Economics.

ALUMNI SCHOLARSHIPS. The Alumni Association of the University through its Alumni Annual Giving Program has established a scholarship program for incoming freshmen. Recipients, who are designated as Alumni Scholars, are selected by the Alumni Scholars Committee on the basis of academic standing, intellectual promise, character, leadership ability, financial need, and demonstrated ambition. The amount of the scholarship stipends will range from the amount of in-state tuition to a maximum grant of \$1,000. The amount of the individual stipend will be determined by the financial need of the selected applicant. Although these scholarships are awarded for one year only, they may be renewed if the Scholar's performance is satisfactory. A special application form is required, and inquiries should be addressed to the Alumni Office, University of North Carolina at Greensboro.

AMERICAN BUSINESS WOMEN'S ASSOCIATION SCHOLARSHIP FUND. The Greensboro Chapters of the American Business Women's Association—Greensboro Charter Chapter, Lou-Celia Chapter, Cardinal Chapter, and Old North State Chapter—established the ABWA Scholarship Fund on March 14, 1963. The earnings from this fund will be used to provide scholarships for deserving women desiring to better themselves through education. The amount of the scholarship awards and the selection of the recipients will be determined by the Scholarship Committee of the University working with the educational chairmen of the chapters involved.

THE KRISTIN ANDERSON SCHOLARSHIP. The parents of Miss Kristin Anderson, a member of the class of 1965, established a scholarship in memory of their daughter who was killed in an airplane crash in 1969. The scholarship is awarded to a student who is majoring in interior design in the School of Home Economics.

ANGELS OF THE THEATRE OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO. Five awards of \$350 each are made annually by the Department of Drama-Speech to outstanding upperclass drama-speech majors who serve as undergraduate assistants to the directors of the Theatre in the areas of business management, scenery, lighting, costuming. The Angels of the Theatre of the University of North Carolina at Greensboro are a group of faculty members and citizens who are interested in furthering the cultural life of the University and community by supporting the program of the Theatre.

THE WINFIELD S. BARNEY AWARD. In 1956 the colleagues, friends, and former students of Dr. W. S. Barney, chairman of the Department of Romance Languages, established this fund in his memory. The income from it is periodically used for an award to senior students of Romance Languages with distinguished academic records.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

THE BORDEN HOME ECONOMICS SCHOLARSHIP AWARD. The Borden Company Foundation, Incorporated, New York City, established at the University an annual scholarship award in the amount of \$750. All senior students majoring in home economics who have included in their curricula two or more courses in food and nutrition shall be eligible for the award. A student will be selected from those eligible on the basis of highest scholastic achievement prior to the senior year.

THE AUBREY LEE BROOKS SCHOLARSHIPS. An endowment fund of approximately \$1,000,000 was established in 1955 by Mr. Aubrey Lee Brooks of Greensboro to promote the education of deserving youth by providing scholarships at the University of North Carolina at Chapel Hill, the North Carolina State University at Raleigh, and the University of North Carolina at Greensboro, to high school graduates selected by the Trustees of the Aubrey Lee Brooks Foundation. Applicants for these scholarships shall be residents of Surry, Stokes, Rockingham, Caswell, Person, Granville, Alamance, Orange, Durham, Guilford, and Forsyth counties. Applications may be secured from high school principals in the counties named. The scholarships are currently valued at \$800 for each year.

HENRY K. BURTNER AMERICAN LEGION POST 53 SCHOLARSHIP. A scholarship program for students in the School of Nursing was established in 1970 by the Henry K. Burtner American Legion Post 53 in Greensboro. Nursing students from North Carolina are eligible for consideration for these awards, and preference is given to students from within 50 miles of Greensboro.

THE HENNIE BYNUM FUND. The late Judge John Gray Bynum bequeathed to the University \$1,000, the income from which is used to aid young women from the Presbyterian Church of Morganton, North Carolina.

THE BESS SCOTT CAUSEY SCHOLARSHIP. Mrs. Nancy Scott Causey Dawson, Class of 1940, established on October 15, 1965, The Bess Scott Causey Scholarship as a memorial to her mother. It will be awarded each year to an outstanding student majoring in creative writing who is entering her senior year.

CLASS OF 1965 SCHOLARSHIP. The income from a fund established by the Class of 1965 will be given each year to a rising junior who has financial need.

THE CLASS OF 1966 SCHOLARSHIP. This fund was established by the Class of 1966 in memory of Dr. Helen Bedon, Dr. John Bridgers, Jr., and Mr. Randall Jarrell. The income from this fund is to be given to students on the basis of financial need.

THE MARY CHANNING COLEMAN MEMORIAL FUND. This fund was established by the staff and the graduates of the Department of Physical Education in memory of Miss Mary Channing Coleman, who was head of the department from 1920 until her death in 1947. The fund offers a scholarship for graduate work in health, physical education, and recreation. The

FINANCIAL AID

scholarship is awarded to a senior candidate for a degree in physical education. If there is no member of the graduating class who meets the conditions of the scholarship committee, the committee shall have the right to award the scholarship to a student who has completed her undergraduate professional education at the University within the preceding five years.

BARBARA AND HERMAN CONE, JR., SCHOLARSHIPS. Mr. and Mrs. Herman Cone, Jr., established The Barbara and Herman Cone, Jr., Scholarships in January 1967. An award will be made each year to a freshman student majoring in music. The value of this scholarship is \$300, renewable each year so long as the student maintains satisfactory scholastic and musical progress. For information write the Dean of the School of Music.

MOSES CONE HOSPITAL SCHOLARSHIP-LOAN FUND. This fund was established in 1960 by The Moses H. Cone Memorial Hospital. It provides scholarship-loans of up to \$400 annually to deserving students in nursing. Awards are based on financial need, character, and academic standing.

Cancellation of the Loan: The full amount of each scholarship-loan, including interest, will be canceled for each year of employment immediately following graduation as a full-time nurse at Moses Cone Hospital. During this period the nurse also will receive full nursing salary.

ALYSE SMITH COOPER SCHOLARSHIP. The Alyse Smith Cooper Scholarship was established by Mrs. Alyse Smith Cooper in 1962 as an aid to talented students in music. The scholarship is awarded to an undergraduate music student, selected on the basis of performance ability, as well as financial need. Further information may be obtained from the Dean of the School of Music.

THE DANFORTH SUMMER FELLOWSHIP. The Danforth Foundation of St. Louis, Missouri, has established an annual fellowship at the University for home economics majors. The fellowship covers the expenses of the respective award except for transportation. The award is granted to an outstanding freshman in home economics for two weeks of study and recreation in August at Camp Miniwanca of the American Youth Foundation on Lake Michigan. The recipient of the fellowship is selected by the home economics faculty.

THE MAGGIE E. DAVIS FUND. Established by Mrs. Iva Holland in honor of her mother, Mrs. Maggie E. Davis, this fund provides assistance to students on the basis of financial need when unforeseen expenses arise.

DELTA KAPPA GAMMA GRANT-IN-AID FUND. The Greensboro Chapters of the Delta Kappa Gamma Society—Alpha, Beta, Beta Delta, and Beta Gamma—established the Delta Kappa Gamma Society Grant-in-Aid Fund on May 8, 1968, at the University of North Carolina at Greensboro. Grants from this fund of \$50 each will be made annually to worthy female members of the Senior Class in teacher education. The primary purpose of the grants is to help with expenses incurred in student teaching or at commencement.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

ESCHEATS FUND. A number of scholarships are given each year to students who are residents of North Carolina, through the Escheats Fund of the consolidated University of North Carolina.

THE FACULTY SCHOLARSHIP FUND originated with the Fiftieth Anniversary gift of the faculty to the University. Under the leadership of the late Professor Helen Ingraham, the fund became a continuing faculty project. Contributions are made annually by the faculty to increase the fund. The income provides an annual award to a junior or senior on the basis of scholarship, leadership, and need.

FACULTY WIVES MEMORIAL SCHOLARSHIP FUND. This fund was established in 1971 by the Faculty Wives Club of the University of North Carolina at Greensboro. An annual scholarship of \$175 is awarded to an incoming freshman student, on the basis of financial need and academic potential.

THE LOUISE AND HERBERT FALK SCHOLARSHIP. This scholarship was established in 1960 by Mr. and Mrs. Falk. It provides an annual award of \$250 to a worthy and needy student in the Department of Art.

FIELDCREST FOUNDATION SCHOLARSHIP IN HOME ECONOMICS. The Fieldcrest Foundation established in 1969 a scholarship to be awarded to a rising senior in the School of Home Economics who is majoring in a textile-related curriculum. The award, to be made by the School of Home Economics, is valued at \$1,000.

THE VERA ARMFIELD FOSCUE MEMORIAL SCHOLARSHIP. Established by Mr. and Mrs. Henry A. Foscue of High Point, this scholarship is awarded annually to an undergraduate in the interior design program of the School of Home Economics.

JULIUS I. FOUST SCHOLARSHIP. Supported by an endowment established by Dr. and Mrs. Foust, the scholarship is awarded annually to a rising senior who plans to teach.

GUILFORD COUNTY MEDICAL AUXILIARY SCHOLARSHIP. This fund was established in 1965 by the Greensboro Branch of the Guilford County Medical Auxiliary. Scholarship assistance covering tuition and fees is awarded to deserving students in the nursing major. Preference is given first to students from Guilford County and second to students from North Carolina.

THE ELIZABETH HATHAWAY SCHOLARSHIP IN HOME ECONOMICS. This fund was established in 1968 by members of the faculty of the School of Home Economics in honor of Miss Elizabeth Hathaway. An award is made each year to a student majoring in home economics.

THE KATHLEEN HAWKINS STUDENT AID FUND. Administered by the Director of Student Aid, this fund is used for students who have special emergency needs. Formerly known as the "Alumni Student Aid Fund," the Alumni Annual Giving Council changed the name to the Kathleen

FINANCIAL AID

Hawkins Student Aid Fund in recognition of the contribution during her long tenure as Student Aid Officer and of her retirement from that position in 1967.

THE LEONARD B. HURLEY MEMORIAL SCHOLARSHIP. This memorial fund was established by friends of Dr. Leonard B. Hurley, who for thirty-nine years was a member of the University faculty and for sixteen of those years was head of the Department of English. The income from the fund will be awarded annually to a senior majoring in English.

HOME ECONOMICS STAFF SCHOLARSHIPS. The awards, supported by contributions from members of the staff of the School of Home Economics, are given annually to undergraduates on the basis of scholarship and need.

THE RANDALL JARRELL WRITING SCHOLARSHIP. This scholarship was established by alumni and friends in memory of Randall Jarrell, poet, critic, and for nineteen years a member of the University faculty in the Department of English. The award will be made annually to a student on the basis of creative imagination, writing ability, and interest in writing.

THE DR. ELISABETH JASTROW SCHOLARSHIP. Friends of Dr. Elisabeth Jastrow, Professor Emeritus of art history, have established this scholarship in her honor for a worthy junior (not necessarily an art major, but one who is enrolled in a course in art history or who has been enrolled in a course in art history).

THE JEFFERSON STANDARD SCHOLARSHIPS. These scholarships were established by Jefferson Standard Life Insurance Company in 1961. A grant of \$4,000 annually supports a maximum of four Jefferson Standard Scholars, chosen on the basis of character, scholarship, leadership, and financial need. An award of \$1,000 will be made each year to an incoming freshman woman. The scholarship is renewable subject to satisfactory performance by the scholar. The deadline for applications is February 1.

BETTY BROWN JESTER. Alumnae and friends of Betty Brown Jester, former alumnae secretary, have established a fund in her honor. The income is given annually to a needy student.

JAMES M. JOHNSTON AWARDS. The James M. Johnston Trust, administered by the Student Aid Office at the University of North Carolina at Chapel Hill, provides scholarship assistance to a limited number of freshman students who plan to enroll at the University of North Carolina at Greensboro and to major in fields of study not offered on the Chapel Hill campus of the University. Selection is on the bases of superior academic achievement and potential, evidence of leadership and high moral character, motivation toward purposeful life-goals, high promise of future contribution to the community, state, and nation, and financial need. Scholarship stipends are determined by the financial need of the selected recipients. A separate application form is required, and the completed application should be submitted to the Student Aid Office, University of North Carolina at Chapel Hill, by February 1.

MARY FIELDS JONES MEMORIAL SCHOLARSHIP. This scholarship, established by the alumni of Cumberland County, is given annually to a student from Cumberland County.

THE ALBERT S. KEISTER SCHOLARSHIP IN ECONOMICS. This scholarship was established by Mrs. Albert S. Keister and her daughters: Adelaide Keister Dotten '33, Mary Elizabeth Keister, '34, Katherine Keister Tracy '36, Phyllis Keister Schaefer '39, Jane Keister Bolton '43, Alice Keister Condon '48, in honor of Dr. Keister who served thirty-three years as a member of the University faculty and for thirty-two of these years as head of the Department of Economics. The scholarship will be awarded annually to a rising junior or senior who is majoring in economics.

THE MRS. JOHN A. KELLENBERGER SCHOLARSHIP IN HOME ECONOMICS. Mrs. Rachel Snipes Venette of Jacksonville, N. C., a 1932 graduate, bequeathed to the University funds to establish a scholarship in honor of Mrs. John A. Kellenberger of Greensboro. The income from this bequest is to be awarded annually to needy students who are from Johnston or Onslow Counties and who are home economics majors.

THE ROXIE ARMFIELD KING SCHOLARSHIPS. The Roxie Armfield King Scholarships are made possible through the generosity of the late Mrs. Roxie Armfield King, a long-time resident of Guilford County. Mrs. King bequeathed to the University of North Carolina at Greensboro a substantial sum, the income from which is used for the purpose of giving encouragement and financial assistance to worthy students who are residents of North Carolina.

THE ETHEL STEWART KISER SCHOLARSHIP. This fund was established in 1968 by the friends and family of Ethel Stewart Kiser. An award is made every four years to a deserving needy student who is interested in pursuing a four-year course in the School of Nursing at the University of North Carolina at Greensboro. Preference is given to young women from Harnett County. The fund provides a grant of \$200 per year for four years.

MOSE KISER SCHOLARSHIP. Earnings from this fund, contributed by friends and family of Mose Kiser, Sr., are awarded annually to a student in the School of Home Economics who is majoring in foods and nutrition.

THE ANNA M. KREIMEIER SCHOLARSHIP. This scholarship was established by Lillian Peaslee Brennan, '51, and Elizabeth Peaslee Apple, '61, in honor of their aunt, Miss Kreimeier, who was a member of the faculty for forty years. She began her service as a supervisor of student teachers in English. Later she was Director of the Student Teaching Program for students preparing to teach in secondary schools. The income from this fund is awarded to a student in need of financial assistance, preferably to a junior or senior who plans to teach. The selection of the recipient is made by the Scholarship Committee from recommendations made by the School of Education.

FINANCIAL AID

THE VERA LARGENT SCHOLARSHIP IN HISTORY. Established by a bequest of the late Miss Vera Ione Largent, Professor Emeritus of History, this grant is to be awarded to a rising senior history major to be selected by a committee composed of the head of the Department of History and two other senior members of the Department. Friends and former students of Miss Largent, including the Class of 1944, have also contributed to this fund.

THE SPENCER LOVE SCHOLARSHIPS IN FINE ARTS. The Martha and Spencer Love Foundation established the Spencer Love Scholarships in Fine Arts which will be awarded to four incoming freshmen each year. The scholarships, for students in art, drama, and music, are valued at \$500 and will be renewable, provided the scholastic record and conduct of the scholar are satisfactory to the Spencer Love Scholarship Committee. Requests for information concerning these scholarships should be addressed to the Spencer Love Scholarship Committee, University of North Carolina at Greensboro. Deadline for applications is February 10.

THE MRS. CHARLES D. MCIVER MEMORIAL SCHOLARSHIP FUND. This fund was established from a legacy of the late Dr. Anna M. Gove. The income from the \$5,000 gift is awarded "every other year as a scholarship to some capable, well-trained and upright junior or senior who is planning to study for and secure the degree of Doctor of Medicine."

THE MENDENHALL SCHOLARSHIP FUND. Miss Gertrude Whittier Mendenhall, head of the Department of Mathematics from the founding of the University until her death in 1926, left a fund of \$2,091.41 to endow a scholarship to be named in honor of her aunt, Judith J. Mendenhall. The will provides that a faculty committee award the scholarship annually to a deserving student "who has made good records in preparatory and freshman mathematics and who desires to do higher work in mathematics and allied sciences."

THE JAMES G. K. MCCLURE EDUCATIONAL AND DEVELOPMENT FUND, INC. This fund provides a limited number of scholarships to qualified freshmen from Alleghany, Ashe, Avery, Buncombe, Burke, Caldwell, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Watauga, Yancey counties.

The value of each scholarship is \$600. The awards are based on the "high school record for both scholarship and leadership, evidence of Christian character, intellectual promise, demonstrated ambition, and financial need." A special application form, which may be obtained from the Student Aid Office, is required.

THE META MILLER SCHOLARSHIP. An annual award of \$200 is given to a rising junior or senior majoring in French on the basis of superior work in French studies and of need. This award is derived from the proceeds of the French Play presented each year on the campus under the auspices of the French government and the Department of Romance Languages. It is

named in honor of Dr. Meta Miller, former chairman of the Department of Romance Languages, who was largely responsible for the success of the *Tréteau de Paris* at this University.

THE GRACE VAN DYKE MORE MEMORIAL SCHOLARSHIP. Miss Grace Van Dyke More, a member of the faculty of the School of Music for 22 years, bequeathed to the University an endowment which has been supplemented by gifts from Edna Williams Curl, '33, Nita Williams Dunn, '28, and Carlotta B. Jacoby, '26. The income is awarded annually to a student in music education.

THE HATTIE DEBERRY MEISENHEIMER SCHOLARSHIP FUND. The income from a trust created under the will of the late C. A. Meisenheimer is used for scholarships honoring the memory of Mrs. Meisenheimer, an alumna of the University at Greensboro.

MUSIC SCHOLARSHIPS. A number of scholarships are available to majors in the School of Music who are outstanding performing musicians. Awards are made upon the recommendation of the Dean of the School of Music.

DOROTHY VAN DEUSEN OPDYKE. Funds for this scholarship are provided by the Southern Baptist Convention for the benefit of needy students from the mountains.

THE MOLLIE ANN PETERSON SCHOLARSHIP. Miss Mollie Ann Peterson, a former faculty member, by her will established a scholarship fund at the University of North Carolina at Greensboro to be used to provide assistance to Negro women students who are preparing to teach. The award is based upon financial need and academic promise.

PALMYRA PHARR SCHOLARSHIP FUND. Dr. Fred W. Morrison, a former member of the University faculty, established this fund in 1942 in honor of his mother, Palmyra Pharr Morrison, and has made subsequent additions to the fund. The value of the fund is \$64,404. Preference is given to residents of Rowan and Cabarrus counties.

PHI BETA KAPPA SCHOLARSHIP. The John E. Bridgers, Jr., Scholarship Award of \$100 is given by Epsilon Chapter of Phi Beta Kappa in North Carolina every year to that junior who has made the highest average in her class in her first two years at the University of North Carolina at Greensboro.

CHARLES W. PHILLIPS SCHOLARSHIP FUND. This fund was established by the Class of 1962 in honor of Charles W. Phillips who retired on July 1, 1962, after serving the University for twenty-seven years. At the time of retirement he was Director of Public Relations and Extension. The income from the fund will be awarded annually to a deserving student in need of financial assistance.

HELEN LEE PICKARD MEMORIAL FUND. This memorial scholarship has been established by friends of Helen Lee Pickard, who for many years was assistant to the business manager at the University. The income from the fund is given annually to a needy student.

FINANCIAL AID

PIXIE THEATRE AWARD IN DRAMA. Each year an award of \$350 is made to an outstanding upperclassman drama-speech major who is especially interested in children's theatre. The Pixie Theatre makes the award upon recommendation of the Department of Drama-Speech. The Pixie Theatre is composed of the University Theatre, the Greensboro Junior League, and the Greensboro City and Guilford County school systems, and produces a series of plays for children each year.

QUOTA CLUB OF GREENSBORO—QUOTA INTERNATIONAL, INC., SCHOLARSHIP. A \$400 scholarship, based on merit and need, is presented to a senior female student majoring in speech pathology and audiology. The monies should be used for tuition and fees payment. In accepting this scholarship, the student is urged to secure a position in her profession in North Carolina for a period of one year following graduation.

MYRTLE SPAUGH REEVES SCHOLARSHIP FUND. Mrs. Elizabeth Reeves Lyon, Class of 1938, has established the Myrtle Spaugh Reeves Scholarship Fund in honor of her mother. The income is used to support a scholarship awarded annually to a student registered or registering as an art major.

THE KATHARINE SMITH REYNOLDS SCHOLARSHIPS. These scholarships were established by the Zachary Smith Reynolds Foundation on November 16, 1962, as a memorial to Mrs. Katharine Smith Reynolds. Scholarships will be awarded each year to twelve incoming freshman women from North Carolina who have been nominated by their high schools. The selection will be based on scholarship ability, character, leadership, and need. The scholarships are valued at \$1,600 a year and are renewable subject to satisfactory performance by the scholars. The deadline for nominations is December 1.

SCHOLARSHIP IN SCIENCE. The Faculty Science Club offers a scholarship to a rising junior, a rising senior, or a graduating senior majoring in any department represented in the Science Club. The award is made on the basis of scholarship, personality, and financial need. The fund for the award consists of a percentage of the dues of members of the Science Club, contributions which the various student organizations in science may make, and of gifts from members of the Science Club and from others interested in science.

THE DAVID B. AND MARY UMSTEAD ROBERTS SCHOLARSHIP. Established in 1968 by bequest from Miss L. Pauline Roberts (1925), the net income from this fund is used to assist worthy girls from Mangum Township in Durham County. The amount of the award is based upon the financial need of the applicant. If no applicant from Mangum Township qualifies for the award, the fund may be used to assist other students from Durham County.

THE SCHIFFMAN SCHOLARSHIP. This award, established by the Arnold A. Schiffman, Sr., family, provides \$500 each year to a deserving student selected by the Dean of the School of Home Economics.

SEARS-ROEBUCK FOUNDATION SCHOLARSHIPS. Scholarships of \$200 are given each year to junior and senior home economics majors. Funds for the

scholarships are provided by the Sears-Roebuck Foundation. Preference is given to students who are entering teaching or are planning careers as home economists in urban or rural poverty areas.

THE ANNA HOWARD SHAW SCHOLARSHIP FUND. The late Miss Lucy B. Anthony of Moylan, Pennsylvania, established this fund to keep alive the memory of Dr. Anna Howard Shaw. The scholarship is awarded annually to an outstanding student in the field of social science.

THE JUDGE H. HOYLE SINK SCHOLARSHIP. Established in 1968 by Mrs. Wilson Brown Prophet, Jr., (1944) in honor of her father, this fund provides assistance to students from rural areas whose high school records indicate potential for academic achievement. The amount of the award is based upon the student's demonstrated financial need.

MARY ELIZA SPICER SCHOLARSHIP. This award of \$500 is given annually to a rising junior majoring in one of the Romance languages. The recipient is selected at the end of the sophomore year on the basis of demonstrated ability in French or Spanish and of need; the award is then presented early in the junior year. This fund was established by Pierce T. Angell and daughter, Susan Spicer Angell, in memory of Mary Eliza Spicer Angell, Class of 1929.

THE SUSAN STOUT SCHOLARSHIP. Established by her family, her classmates, and friends, the scholarship is a memorial to Susan Stout, Class of 1958. The award is made annually to the rising senior major in physical education with the highest academic average for six semesters.

THE SIGMUND STERNBERGER SCHOLARSHIPS. These scholarships were established on January 15, 1970, by the Sigmund Sternberger Foundation Trustees in honor of Mr. Sigmund Sternberger. Mr. Sternberger was engaged in textile manufacturing in Greensboro and was a prominent civic leader. The scholarships will be awarded to residents of North Carolina with preference given to residents of Greensboro and/or Guilford County from an annual grant of \$1600. Additional information may be obtained by writing to the Student Aid Office, University of North Carolina at Greensboro.

THE MADELEINE B. STREET SCHOLARSHIP IN HOME ECONOMICS. This fund was established in 1965 by members of the faculty of the School of Home Economics in honor of Miss Madeleine B. Street. An award is made each year to a student majoring in home economics.

CORNELIA STRONG MEMORIAL. Miss Cornelia Strong, a professor of mathematics at the University from 1905 until the time of her retirement in 1948, left in her will a bequest for the Department of Mathematics. This sum of money, together with gifts made in her memory by friends and relatives, has been set up as a memorial fund and is used to aid mathematics students recommended by the mathematics staff.

DAVID SPURGEON, WINCY JULETTE BLACK, AND FANNIE SUMNER SCHOLARSHIP. Miss Laura Sumner established this fund as a memorial to her

FINANCIAL AID

parents, David S. and Wincy Julette Black Sumner, and her sister, Fannie Sumner. The income from the fund is to be awarded to a student from Randolph County and preferably to a female student entering the University to pursue studies in the Liberal Arts. The scholarship is awarded on the basis of merit and financial need and may be renewed for a four-year period provided the recipient maintains a satisfactory academic average.

W. RAYMOND TAYLOR SCHOLARSHIP IN DRAMA. An award of \$350 is made each year. The fund was established in honor of W. Raymond Taylor, who was for over thirty years director of drama at the University.

THE UNITED DAUGHTERS OF THE CONFEDERACY SCHOLARSHIPS. The North Carolina Division of the United Daughters of the Confederacy offers scholarships at the University to descendants of Confederate veterans. These scholarships are worth \$175 each.

UNIVERSITY STORES. Profits derived from the operation of campus stores and merchandising activities are devoted to grants-in-aid to students selected on the basis of character, citizenship, financial need, and complete compliance with all requirements of the University pertaining to admission and normal academic progress.

HENRY WEIL FELLOWSHIP FUND. The late Mrs. Henry Weil of Goldsboro, North Carolina, established in memory of her husband a fund now amounting to \$22,000 known as the Henry Weil Fellowship Fund.

- (1) The Henry Weil Fellowship shall be awarded each year to a member of the graduating class, but if there is no member of the class who meets the conditions of the award, the committee shall have the right to award the fellowship to a member of any class graduating within the preceding five years.
- (2) A committee shall be appointed by the Chancellor to assist in making the award.

THE MINA WEIL MEMORIAL SCHOLARSHIP FUND. In memory of her mother, Mrs. Mina Weil, Miss Gertrude Weil has given \$3,000 for the establishment of a scholarship in the social sciences. The income from



UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

this fund is awarded annually to a member of the junior or senior class who is majoring in a social science.

THE MINA WEIL SCHOLARSHIP FUND. Mrs. Janet Weil Bluethenthal has established an endowment of \$6,000 in honor of her mother. The income from this fund is granted for scholarships.

MINA WEIL SCHOLARSHIP FOR FOREIGN STUDENTS. Established in 1968 by Miss Gertrude Weil, this fund is used to support an annual grant for a foreign student. The recipient is selected by the Committee on Scholarships and Student Aid.

MINA WEIL SPECIAL SCHOLARSHIP FUND. The grandchildren of Mrs. Mina Weil established this scholarship as a memorial to her. It is awarded each year to a deserving student in need of financial assistance.

THE WESLEY LONG HOSPITAL SCHOLARSHIP-LOAN FUND FOR NURSING STUDENTS. Awards are available from this fund to students interested in the Bachelor of Science degree in nursing at the University of North Carolina at Greensboro. These scholarship loans have a potential value of \$1,400 over a four-year period. If the borrower successfully completes the degree program in nursing, the hospital will allow credits on the loan for each full year of employment as a nurse at Wesley Long Hospital.

THE WESLEY LONG HOSPITAL SCHOLARSHIP. Awards are offered each year to two students in the School of Nursing. The awards are based upon academic merit and financial need and amount to \$250 each.

THE JEWEL SYDNEY WILLIAMS SCHOLARSHIP. This fund was established in 1970 in memory of Miss Jewel Sydney Williams, who at the time of her death was a member of the faculty of the Department of History and Political Science. Awards are made by the University Scholarship Committee to incoming freshmen.

THE WINFIELD SCHOLARSHIP FUND. Miss Martha Elizabeth Winfield, for many years a professor of English in the University, left an endowment of \$3,000. The income is awarded each year as a scholarship to a needy junior or senior of promise in the Department of English.

THE BETTY WOODROOF SCHOLARSHIP. The Women's Auxiliary of the Moses H. Cone Memorial Hospital established this scholarship in 1970 as a memorial to one of its members. The fund provides a \$2,000 scholarship for four years of study to a student in the School of Nursing. Selection is made by the Faculty Scholarship Committee and the Dean of the School of Nursing on the basis of financial need, academic standing, and character.

ANNIE McIVER YOUNG SCHOLARSHIP. Mrs. Annie McIver Young, daughter of Charles Duncan McIver, bequeathed to the University the sum of \$5,000, the income from which is given annually to an earnest, needy senior.

The following alumni chapters have established scholarships for worthy students: Forsyth, Sampson, Greensboro, Wake, Columbia, S. C., Atlanta, Ga., and the Greater Washington Area.

FINANCIAL AID

LOAN FUNDS

Loans are based on the scholarship of the student as well as on financial need. The total amount available for any student is limited. All loans are secured by notes signed by the borrower and two guarantors. Interest at three per cent begins in June after graduation or after withdrawal from the University at Greensboro. Loan funds are listed herein alphabetically by the key word in the name of the fund.

Name of Fund and Donor

Maude L. Adams
Alamance County Chapter of the Alumni Association
Alumni Loan and Scholarship
Sarah Atkinson; Class of 1939
Austin; gift of Miss Emily S. Austin, Class of 1901
Annette Beck; Class of 1956
Boyd; gift of Mrs. James Boyd
Belinda Brandon Memorial Loan Fund
Bryant; bequest of Victor S. Bryant
Gladys Bullock Memorial; Mrs. S. F. Bullock
Daphne Carraway Memorial; Miss Irma Carraway, Class of 1897
Class of 1920 Memorial Fund
Class of 1925
Class of 1929
Class of 1935
Class of 1940
Class of 1971 Emergency Loan Fund
Judge E. B. Cline; Mrs. E. B. Cline
Laura H. Coit; faculty and student
Ida Houghton Cowan; Miss Ida H. Cowan, Class of 1902
Federation of Women's Clubs
Mollie K. Fetzer; T. J. Fetzer
Frank P. Graham; Emergency
Martha Irvin Groome Memorial; Miss Ina Lee Groome, Class of 1934
Claude Heath; Mrs. W. O. Nisbet
Home Economics Club
Lucille Horn Memorial; Alumni of Davie County
Ivey; gift of J. B. Ivey
North Carolina Association of Jewish Women
Terry Kellar
Nancy Lee Kiser Memorial; Class of 1958
Flora Patterson Lane; Mrs. Jean Lane Fonville
Bertha Marvin Lee Memorial; Miss Cornelia Strong
Elizabeth Crow Mahler; Miss Sue May Kirkland
Katharine Mavity Martin; Faculty Wives Club
Masonic Theatre Educational Fund of New Bern;
Scottish Rite Masons of Eastern North Carolina

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

McIver; Alumni of the College

McLean; gift of Miss Jessie McLean

Virginia Barker Moffitt Memorial;

Mr. and Mrs. J. Rankin Parks, Miss Serena Parks

Lily Conally Morehead; Mrs. Lily Mebane

Musgrove Memorial; Mrs. Jeanette Musgrove Bounds, Class of 1914

May Oettinger Memorial; Business and Professional

Women's Club of Kinston, North Carolina

Dorothy R. Phillips

Rebecca Christine Phoenix Memorial; Mr. John J. Phoenix and family

Winfield H. Rogers; Quill Club of 1947

Royal Arch and Knights Templar

Patty Spruill Memorial; Katherine D. Spruill, Commercial Class of 1931

Lizzie Stewart; bequest of Florence Stewart, Class of 1905

Joseph B. Strohl Fund

Students

Mary McLean Taylor Memorial; Carrie McLean Taylor, Class of 1926

Carrie MacRae Tillett Memorial; Mrs. C. W. Tillett

Town Students

Gertrude Weil

Mrs. Hazel Ervin Wheeler Memorial Loan Fund;

The Halifax County Home Demonstration Clubs

Nancy Wilson

Ruth Gooding Worley; Mrs. Ruth Worley Simmons, Class of 1935

Doris Wright Memorial; citizens of Wilkes County

Pearl Wyche; bequest of Pearl Wyche, Class of 1903

NATIONAL DEFENSE STUDENT LOAN PROGRAM

The University participates in the student loan program established under the National Defense Education Act of 1958. Graduate and undergraduate students, who are in need of financial assistance to meet educational expenses, are eligible to borrow from these funds. A National Defense loan is repayable, at three per cent interest, after the borrower's graduation or separation from the University, and it is possible to cancel a portion of a National Defense loan through teaching service. Students who submit the University's Application for Financial Aid and the supporting Parents' Confidential Statement will receive consideration for assistance through the National Defense Student Loan Program.

EDUCATIONAL OPPORTUNITY GRANT PROGRAM

The Educational Opportunity Grant Program was established by Congress under the Higher Education Act of 1965. Through this program, gift assistance is made available to a limited number of undergraduate students with exceptional financial need and creative or academic promise. An Educational Opportunity Grant stipend may not exceed one-half of a student's total financial need, and the remaining half of the recipient's need is met

FINANCIAL AID

by matching the grant with other financial aid funds. Students who submit the University's Application for Financial Aid and the supporting Parents' Confidential Statement will receive consideration for Educational Opportunity Grant awards.

STUDENT EMPLOYMENT

The University provides campus employment to a limited number of students who wish to earn a portion of their expenses through work. Job opportunities are available in the library, dining halls, laboratories, residence halls, and many departmental offices. A student interested in campus work should submit the Student Employment Application to the Student Aid Office. An effort will be made to place needy students in campus jobs suitable to their major interests, skills and abilities, and class schedules.

COLLEGE WORK-STUDY PROGRAM

The University participates in the federally-supported College Work-Study Program through which students primarily from low-income families are given preference for campus job assignments. Work-Study employment is available on the campus on a part-time basis during the academic year and the summer, and on a full-time basis during the summer. A student interested in applying for the College Work-Study Program should submit the University's Application for Financial Aid, the supporting Parents' Confidential Statement, and the Student Employment Application.

P.A.C.E. PROGRAM

With federal allocations to the College Work-Study Program, the University is able to assign needy students to summer jobs in their home counties, through which they can earn a portion of their University expenses for the following academic year. Students certified for the P.A.C.E. Program may work on a full-time basis in eligible nonprofit, public agencies, primarily in North Carolina. A student interested in applying for work in the summer P.A.C.E. Program should submit the University's Application for Financial Aid, the supporting Parents' Confidential Statement, and the P.A.C.E. application form. (The P.A.C.E. application may be obtained by request to the Student Aid Office or from high school counselors or principals.)

NURSING STUDENT SCHOLARSHIP AND LOAN PROGRAMS

The University participates in the federal Nursing Student Scholarship and Nursing Student Loan Programs. Scholarship funds are available to nursing students of exceptional financial need. Loans, which may be partially canceled by nursing service after graduation, are awarded to needy and deserving nursing students. Interested students who plan to major in nursing should submit the University's Application for Financial Aid and the supporting Parents' Confidential Statement.

GOVERNMENT GUARANTEED LOAN PROGRAM

Students may qualify for federally insured loans from eligible lenders in their home states. Repayment normally begins after the borrower has graduated or separated from the University, and the federal government will pay the full interest rate while a borrower is in school provided his adjusted family income is under \$15,000. The Student Aid Office can provide an interested student with the name of the agency in his home state to which an inquiry should be directed.

FINANCIAL ASSISTANCE TO NORTH CAROLINA RESIDENTS

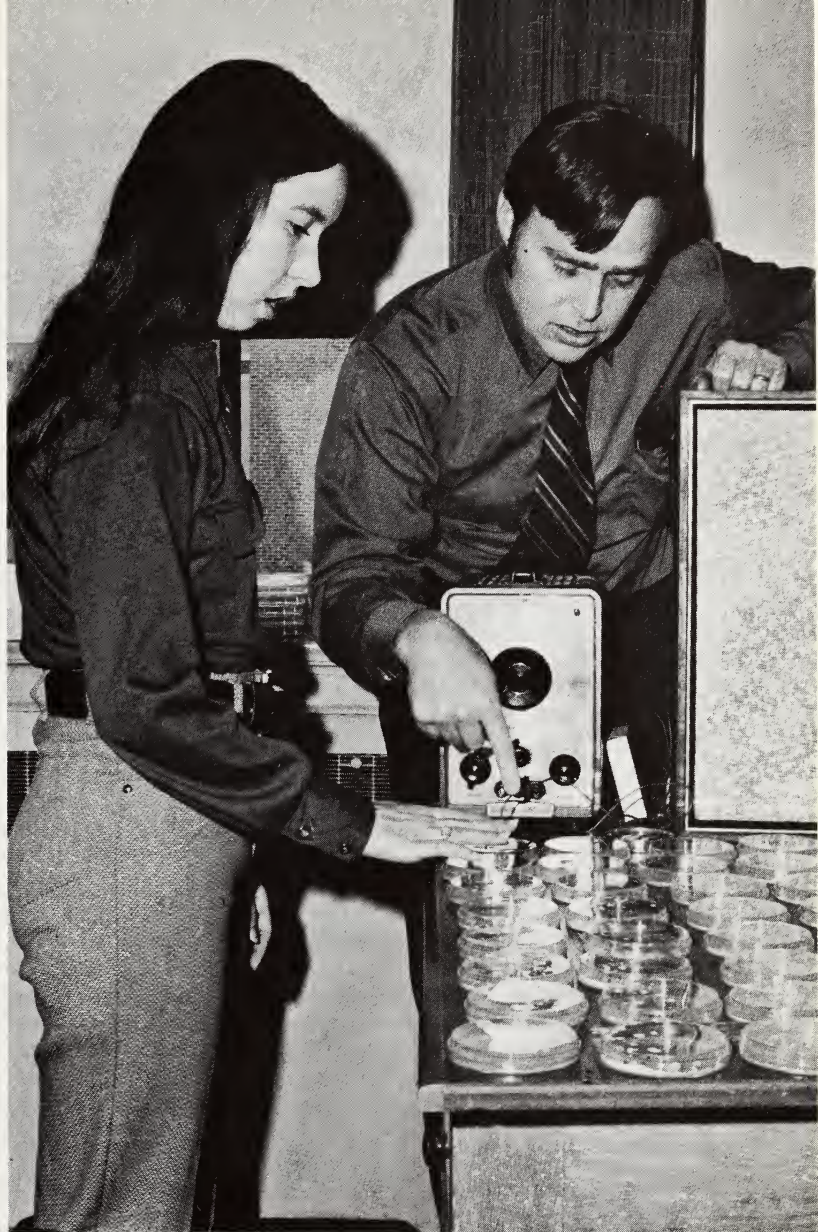
The State of North Carolina supports several programs of financial assistance to students who are residents of North Carolina. Detailed information and application forms for the following programs can be secured by writing to the agencies below.

North Carolina Medical Care Commission: The N. C. Medical Care Commission offers financial assistance to N. C. students who plan to major in health-related fields and who will agree to practice their specialties in specified areas or programs in the state. Interested students should write to the N. C. Medical Care Commission, Raleigh, N. C.

North Carolina Prospective Teachers Scholarship-Loan Program: North Carolina students who plan a teaching career in North Carolina may apply for assistance through the Prospective Teachers Scholarship-Loan Program. Scholarship-loans may be canceled by teaching one full year in North Carolina for each annual scholarship received. Information and application forms may be obtained by writing to the N. C. Department of Public Instruction, Raleigh, N. C. The deadline for application is March 1.

Vocational Rehabilitation: The State of North Carolina provides financial assistance to N. C. students who are physically handicapped and wish to secure a college education. For further information, a student should write to the N. C. Vocational Rehabilitation Division of the Department of Public Instruction, Raleigh, N. C.

North Carolina Veterans' Affairs Scholarships: The North Carolina Department of Veterans' Affairs makes scholarship assistance available to children of deceased or disabled veterans. Qualified students should write to the N. C. Department of Veterans' Affairs, Raleigh, N. C., for information.



PART V

Student Affairs

V. STUDENT AFFAIRS

HOUSING

The University houses students without regard to race, creed, color, or national origin. All persons or agencies listing off-campus housing with the University must file with the University a Housing Compliance Form. Every student is required to keep on file in the appropriate office the complete and correct address of his place of residence, both home and local.

RESIDENCE HALLS

There are twenty-three residence halls on the campus. Each hall is staffed with a counselor and in some cases graduate counselors and graduate students. Elected student officials conduct activities in accordance with University regulations. North Spencer Hall and South Spencer Hall (1904, remodeled and modernized in 1938)—named for Mrs. Cornelia Phillips Spencer, one of North Carolina's most distinguished women, three hundred sixteen students; Anna Howard Shaw Hall (1920)—named for the great woman suffragist, one hundred students; Gray Hall (1921)—named for Mr. Robert T. Gray, a member of the Board of Trustees of the University from 1900 to 1912, one hundred sixteen students; Bailey Hall (1922)—named for Mr. T. B. Bailey, a member of the Board of Trustees of the University from 1902 to 1916, one hundred sixteen students; Cotten Hall (1922)—named for Mrs. Sally Southall Cotten, one hundred sixteen students; Hinshaw Hall (1922)—named for Colonel G. W. Hinshaw, a member of the Board of Trustees of the University from 1910 to 1918, one hundred sixteen students; Laura Coit Hall (1923)—named for Miss Laura Coit, late secretary of the University, one hundred sixteen students; Jamison Hall (1923)—named for Miss Minnie Jamison, one of the first students and long-time member of the faculty, one hundred sixteen students; Mary Foust Hall (1927)—named by the alumnae of the University in memory of the daughter of the late President Foust, one hundred forty students; Guilford Hall (1927)—a duplicate of Mary Foust Hall; Weil-Winfield Hall (1939)—named for Miss Martha Winfield, late professor of English at the University, and for Mrs. Mina Weil, benefactress of the University, two distinct but connected halls giving the appearance of one building, two hundred ninety students; Mendenhall-Ragsdale Hall (1950)—named for Miss Gertrude Mendenhall, charter member of the faculty and late head of the Department of Mathematics, and for Miss Virginia Ragsdale, who succeeded Miss Mendenhall as head of the Department of Mathematics—similar in construction to Weil-Winfield, three hundred eight students; Moore-Strong Hall (1960)—named for Miss Mary Taylor Moore, late registrar of the University, and for Miss Cornelia Strong, late professor of mathematics at the University—three hundred fifty students; Grogan-Reynolds (1963)—named for Miss Ione H. Grogan, alumna and long-time member of the faculty, and for Mrs. Katharine Smith Reynolds, alumna to whose memory the Reynolds Scholarships are a memorial—four distinct but connected halls giving the appearance of one building, six hundred seventy-two stu-

RESIDENCE HALL ACCOMMODATIONS—GENERAL

dents; Phillips-Hawkins Hall (1967)—named for Mr. Charles W. Phillips, former Director of Public Relations, and Mrs. Kathleen P. Hawkins, former Student Aid Officer—the first coeducational residence hall, housing two hundred seventeen men in Phillips and two hundred ten women in Hawkins; Cone Hall (1967)—named for Mrs. Laura W. Cone who served on the U.N.C. Board of Trustees for over twenty years—three hundred ninety-eight students.

RESIDENCE HALL ACCOMMODATIONS—GENERAL:

The University reserves the right to approve the housing of students whether they live on or off the campus, and to make changes in room assignments or to transfer students to other residence halls during the school term. Each student is required to file a correct local address with the University. By Board of Trustee action the University is authorized to establish minimum standards of health, safety, and general welfare in regard to housing. All off-campus housing listed with the University must comply with these standards. All room assignments are made without regard to race, creed, color, or national origin and are considered final until the opening of school. Rent *does not* cover occupancy during holidays, semester breaks, and other periods when the University is not officially in session.

Some of the upperclass residence halls have private phones. These are Cone and Hawkins for women and some rooms in Phillips for men. For information on cost see page 33.

Housing agreements are made for a full semester and cannot be transferred. The right to occupy a room terminates with the expiration of the semester. The University reserves the right to require any student whom it considers and finds, after due process, an undesirable tenant to vacate a residence hall room on 48 hours notice. Should a student be dismissed or withdrawn from the University, he is expected to vacate his room within 48 hours. The space then becomes available for reassignment by the University.

Unmarried undergraduate women students under 21 are required to live in a campus residence hall unless they will be living with parents, guardians, or grandparents or unless special off-campus housing requests are by parental approval. Approval for off-campus housing requires the filing of name, address, and telephone number of the local address and a letter of approval from the parents sent to the Office of the Dean of Women.

Students in residence have priority over entering students in selection of rooms in residence halls.

The occupants of a room are held directly responsible for all damage done to their rooms and its furniture. Damage will be assessed and charges made to cover the cost of repair and/or replacement. The occupants are liable for such charges.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

No pets may be kept in University residence halls on penalty of forfeiture of right of occupancy.

All rooms are furnished, but students must bring desk lamps, bedspreads, rugs, linens, and pillows. Students assigned to residence hall rooms are sent housing agreements and descriptive lists of what to bring to the campus. The signing of an agreement does not automatically assure one of space in a hall.

AUTOMOBILE AND PARKING REGULATIONS

All parking on the UNC-G campus is designated "A," "B," or "C," with the exception of the visitors' spaces in front of the Administration Building. Faculty and staff covered under the North Carolina State Personnel Act are eligible for "A" permits; resident students are eligible for "B" permits; and commuting or town students are eligible for "C" permits. Vehicles may be parked only in the areas that registration permits indicate.

All resident undergraduates, with the exception of seniors, married students, third and fourth year nursing students, are ineligible to keep a motor vehicle on the UNC-G campus, with the exception of those cases which merit special permission, which must be obtained before bringing any motor vehicle to campus. Unregistered vehicles are towed from the campus at the owner's expense.

Registering of Motor Vehicles. Any student who owns and/or operates a motor vehicle on the UNC-G campus is required to register the vehicle within 48 hours of his initial academic registration and to display on the vehicle a sticker indicating he is a student at the University. Vehicles acquired after the time of enrollment must be registered within 48 hours after the time of acquisition. A motor vehicle registration sticker is for registration and identification purposes only and in no sense guarantees the holder a parking space. A recipient of a parking violation ticket(s) may be issued a warrant and cited to District Court.

Complete rules concerning the registration and parking permits can be secured from the offices of the Dean of Men, the Dean of Women, or the Business Office.

STUDENT HEALTH SERVICE

The Student Health Service has as its aim the maintenance of good health among all members of the University community. To reach this objective, the work is necessarily of two types; first, preventive and second, therapeutic.

Several types of preventive measures are taken. A complete medical examination given by the family physician is required of each new student before his acceptance and matriculation. This includes a complete physical examination, certain laboratory tests, a tuberculin test, and required im-

STUDENT HEALTH SERVICE

munizations. This examination done by the family physician is carefully reviewed by the University doctors before the student's admission. When requested by the family physician or when an existing physical condition requires it, regular follow-up examinations are done by the medical staff. This medical information is also used to determine necessary physical education restrictions.

The care of students who are ill, which is the second major duty of the Health Service, is centered in the Anna M. Gove Student Health Center. Here, with a staff of four full-time physicians, two part-time psychiatrists, nine graduate nurses and a laboratory technician and an x-ray technician in attendance, most medical and minor surgical cases are given complete care. Major surgical cases must be referred to a hospital or surgeon not directly connected with the University. A comprehensive insurance policy is offered to students, providing payment for medical services and hospitalization not available in the Student Health Service itself.

Students should report promptly to the Health Center in cases of illness of any kind. Prompt attention to minor conditions prevents the development of major ill health.

UNIVERSITY SPEECH AND HEARING CENTER

The Division of Speech Pathology and Audiology of the Department of Drama and Speech operates the Speech and Hearing Center. The Center provides evaluation services and therapy at no cost for students with speech, voice, and hearing problems and for the general community at a nominal cost. Academic credit is available for students registered in the clinic. Appointments may be arranged through the secretary, Speech and Hearing Center.

THE COUNSELING AND TESTING CENTER

The Counseling and Testing Center offers three types of services to the University community: Personal counseling and psychotherapy, vocational counseling, and test administrations of The National Teacher Examination, the Miller Analogies Test, The Graduate Record Examination, and other similar examinations.

All persons have personal problems at one time or another. In the personal counseling situation the student is afforded an opportunity to investigate his problems in a confidential atmosphere. With the help of the counselor, the student learns to work out effective solutions to current problems and as a result, it is hoped, the student will be better equipped to meet and effectively resolve problems that now exist as well as those that may arise in the future.

Vocational counseling offers the student an opportunity to participate in a counseling program as a means of verifying or substantiating his vocational choice. The counseling process may include the study of factual

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

vocational information such as that found in the vocational information library as well as the discussion of the assets and liabilities in the work performed by various professional people. In addition, the student completes a number of tests and inventories which may help to identify and clarify his aptitudes and interests and which are discussed in detail with the student.

The Counseling Center accepts referrals from any of the faculty and staff of the University community; however, a direct referral of a student to this agency is not necessary. A student may obtain an appointment by simply contacting the Center, which is located in the basement of the Student Health Center, either in person or by phone. The services of the Counseling Center are offered to the student body of the University community at no cost to the student.

CONTINUING EDUCATION CHILD CARE PROGRAM

Nursery-school care is available on an hourly fee basis for mothers who wish to continue education. The program is located conveniently, employs a professional teacher, and involves parent participation. For information, contact the UNC-G Office for Adult Students.

PLACEMENT OFFICE

The Placement Office aids graduates in solving the problem of post-college employment. It serves as an intermediary between students and prospective employers. It acquaints students with employment possibilities in the teaching, business, and professional fields; it assembles comprehensive records on each registrant and makes these records available to appropriate representatives; and it arranges interviews with prospective employers. The data assembled for individual records include academic achievement, training, experience, extracurricular activities, and honors. Confidential letters of recommendation are incorporated in the file of each registrant. It aids the registrant in directing his search to a field appropriate to his aptitude, training, and interest. It is to the mutual advantage of the students and the Office that a complete record be assembled by the fall of the senior year.

Agreement between North Carolina Agricultural and Technical State University and The University of North Carolina at Greensboro

An agreement between North Carolina Agricultural and Technical State University and The University of North Carolina at Greensboro provides open access for a student to register in courses offered at either institution if he does not have access to a course with similar prerequisites, content, and standing at the institution in which he is registered. The student must be currently registered in one of the Universities in a degree program. Further information and necessary forms are available in the Registrar's Office at each of the institutions.

STATEMENT OF UNIVERSITY POLICY

STATEMENT OF UNIVERSITY POLICY

POLICIES, PROCEDURES, AND DISCIPLINARY ACTIONS IN CASES OF DISRUPTION OF EDUCATIONAL PROCESS

(Adopted by the Board of Trustees on October 26, 1970)

CHAPTER V*

Section 5-1. Policies Relating to Disruptive Conduct

The University of North Carolina has long honored the right of free discussion and expression, peaceful picketing and demonstrations, the right to petition and peaceably to assemble. That these rights are a part of the fabric of this institution is not questioned. They must remain secure. It is equally clear, however, that in a community of learning willful disruption of the educational process, destruction of property, and interference with the rights of other members of the community cannot be tolerated. Accordingly, it shall be the policy of the University to deal with any such disruption, destruction or interference promptly and effectively, but also fairly and impartially without regard to race, religion, sex or political beliefs.

Section 5-2. Definition of Disruptive Conduct

(a) Any faculty member (the term "faculty member," wherever used in this Chapter V, shall include regular faculty members, full-time instructors, lecturers, and all other persons exempt from the North Carolina State Personnel System [Chapter 126 of the General Statutes as amended] who receive compensation for teaching, or other instructional functions, or research at the University), any graduate student engaged in the instructional program, or any student who, with the intent to obstruct or disrupt any normal operation or function of the University or any of its component institutions, engages, or incites others to engage, in individual or collective conduct which destroys or significantly damages any University property, or which impairs or threatens impairment of the physical well-being of any member of the University community, or which, because of its violent, forceful, threatening or intimidating nature or because it restrains freedom of lawful movement, otherwise prevents any member of the University community from conducting his normal activities within the University, shall be subject to prompt and appropriate disciplinary action, which may include suspension, expulsion, discharge or dismissal from the University.

The following, while not intended to be exclusive, illustrate the offenses encompassed herein, when done for the purpose of obstructing or disrupting any normal operation or function of the University or any of its component institutions: (1) occupation of any University building or part

*Code Provisions Governing the University of North Carolina, Bylaws of the Board of Trustees, and Duties of the University Officers.

thereof with intent to deprive others of its normal use; (2) blocking the entrance or exit of any University building or corridor or room therein with intent to deprive others of lawful access to or from, or use of, said building or corridor or room; (3) setting fire to or by any other means destroying or substantially damaging any University building or property, or the property of others on University premises; (4) any possession or display of, or attempt or threat to use, for any unlawful purpose, any weapon, dangerous instrument, explosive, or inflammable material in any University building or on any University campus; (5) prevention of, or attempt to prevent by physical act, the attending, convening, continuation or orderly conduct of any University class or activity or of any lawful meeting or assembly in any University building or on any University campus; and (6) blocking normal pedestrian or vehicular traffic on or into any University campus.

(b) Any person engaged in the instructional program who fails or refuses to carry out validly assigned duties, with the intent to obstruct or disrupt any normal operation or function of the University or any of its component institutions, shall be subject to prompt and appropriate disciplinary action under this Chapter V if (but only if) his status is such that he is not subject to the provisions of Section 4-3 of Chapter IV.

Section 5-3. Responsibilities of Chancellors

(a) When any Chancellor has cause to believe that any of the provisions of this Chapter V have been violated, he shall forthwith investigate or cause to be investigated the occurrence, and upon identification of the parties involved shall promptly determine whether any charge is to be made with respect thereto.

(b) If he decides that a charge is to be made, he shall, within thirty (30) days after he has information as to the identity of the alleged perpetrator of the offense but in no event more than twelve (12) months after the occurrence of the alleged offense, (i) refer the case to the appropriate existing University judicial body, or (ii) refer the matter to a Hearing Committee drawn from a previously selected Hearings Panel which, under this option, is required to implement action for violation of Section 5-2 (a) or (b) of this Chapter. If the case is referred to an existing University judicial body under (i) above, the procedural rules of that body shall be followed, and subsections (c) through (f) below shall not be applicable. If the matter is referred to a Hearing Committee under (ii) above, the procedural rules prescribed in subsections (c) through (f) below shall be followed.

(c) The accused shall be given written notice by personal service or registered mail, return receipt requested, stating:

(1) The specific violations of this Chapter V with which the accused is charged.

STATEMENT OF UNIVERSITY POLICY

(2) The designated time and place of the hearing on the charge by the Hearing Committee, which time shall be not earlier than seven (7) nor later than ten (10) days following receipt of the notice.

(3) That the accused shall be entitled to the presumption of innocence until found guilty, the right to retain counsel, the right to present the testimony of witnesses and other evidence, the right to cross-examine all witnesses against him, the right to examine all documents and demonstrative evidence adverse to him, and the right to a transcript of the proceedings of the hearing.

(d) The Hearing Committee shall determine the guilt or innocence of the accused. If the person charged is found guilty, the Hearing Committee shall recommend to the Chancellor such discipline as said body determines to be appropriate. After considering such recommendation the Chancellor shall prescribe such discipline as he deems proper. In any event, whether the person is found guilty or not guilty, a written report shall be made by the Chancellor to the President within ten (10) days.

(e) Any person found guilty shall have ten (10) days after notice of such finding in which to appeal to the President of the University. Such an appeal if taken shall be upon the grounds set forth in Section 5-5.

(f) Any accused person who, without good cause, shall fail to appear at the time and place fixed for the hearing of his case by the Hearing Committee shall be suspended indefinitely or discharged from University employment.

(g) A Chancellor, unless so ordered or otherwise prevented by court, shall not be precluded from carrying out his duties under this Chapter V by reason of any pending action in any State or Federal court. Should a delay occur in prosecuting the charge against the accused because the accused or witnesses that may be necessary to a determination of the charge are involved in State or Federal court actions, the time limitations set forth above in this Section 5-3 shall not apply.

(h) Conviction in any State or Federal court shall not preclude the University or any of its officers from exercising disciplinary action in any offense referred to in this Chapter V.

(i) Nothing contained in this Chapter V shall preclude the President or any Chancellor from taking any other steps, including injunctive relief or other legal action, which he may deem advisable to protect the best interests of the University.

Section 5-4. Aggravated Acts or Threatened Repetition of Acts

(a) The Chancellor of each of the component institutions of the University shall appoint an Emergency Consultative Panel which shall be composed of not less than three (3) nor more than five (5) faculty members and not less than three (3) nor more than five (5) students who shall be available to advise with the Chancellor in any emergency. No member of

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

such Panel shall serve for more than one (1) year unless he be reappointed by the Chancellor. The Chancellor may make appointments, either temporary or for a full year, to fill any vacancies which may exist on the Panel.

(b) If, in the judgment of the Chancellor, there is clear and convincing evidence that a person has committed any of the acts prohibited under this Chapter V which, because of the aggravated character or probable repetition of such act or acts, necessitates immediate action to protect the University from substantial interference with any of its orderly operations or functions, or to prevent threats to or acts which endanger life or property, the Chancellor, with the concurrence as hereinafter provided of the Emergency Consultative Panel established pursuant to (a) above, may forthwith suspend such person from the University and bar him from the University campus; provided, however, that in the event of such suspension the person suspended shall be given written notice of the reason for his suspension, either personally or by registered mail addressed to his last known addresses, and shall be afforded a prompt hearing, which, if requested, shall be commenced within ten (10) days of the suspension. Except for purposes of attending personally any hearings conducted under this Chapter V, the bar against the appearance of the accused on the University campus shall remain in effect until final judgment has been rendered in his case and all appellant proceedings have been concluded, unless such restriction is earlier lifted by written notice from the Chancellor.

(c) A quorum of the Emergency Consultative Panel provided for in (a) above shall consist of not less than four (4) of its members, and the required concurrence shall have been obtained if a majority of such quorum shall indicate their concurrence. The Chancellor shall meet personally with members of such Panel at the time he seeks concurrence, if it is feasible to do so. However, if the circumstances are such that the Chancellor deems it not to be feasible to personally assemble such members, then he may communicate with them or the required number of them individually by telephone or by such other means as he may choose to employ, in which event he may proceed as provided in (b) above after the required majority of such members have communicated their concurrence to him.

(d) In the Chancellor's absence or inability to act, the President may exercise the powers of the Chancellor specified in this Section 5-4 in the same manner and to the same extent as could the Chancellor but for such absence or inability to act.

Section 5-5. Right of Appeal

Any person found guilty of violating the provisions of this Chapter V by the Hearing Committee referred to in Section 5-3 shall have the right to appeal the finding and the discipline imposed upon him to the President of the University. Any such appeal shall be in writing, shall be based solely upon the record, and shall be limited to one or more of the following grounds:

STATEMENT OF UNIVERSITY POLICY

- (1) That the finding is not supported by substantial evidence;
- (2) That a fair hearing was not accorded the accused; or
- (3) That the discipline imposed was excessive or inappropriate.

It shall be the responsibility of the President to make prompt disposition of all such appeals, and his decision shall be rendered within thirty (30) days after receipt of the complete record on appeal.

Section 5-6. No Amnesty

No administrative official, faculty member, or student of the University shall have authority to grant amnesty or to make any promise as to prosecution or non-prosecution in any court, State or Federal, or before any student, faculty, administrative, or Trustee committee to any person charged with or suspected of violating Section 5-2 (a) or (b) of these Bylaws.

Section 5-7. Publication

The provisions of this Chapter V shall be given wide dissemination in such manner as the President or Chancellors may deem advisable, and shall be printed in the official catalogues which may be issued by each component institution of the University.

Subscription prices: Five dollars per annum in advance. Single copies, fifteen cents. Payment in advance. All communications should be addressed to the Editor, The Journal of the American Medical Association, 535 North Dearborn Street, Chicago, Ill.

Entered as second-class matter, June 26, 1907, under post office number 383, at Chicago, Ill., under special agreement of post office and postmaster. Accepted for mailing at special rate of postage provided for in Act of October 3, 1917, authorized on July 16, 1918. Postpaid.

Copyright, 1919, by The American Medical Association. Printed at the Chicago Press, Chicago, Ill.

Published weekly, except on Sundays, legal holidays and days when the office is closed. The subscription price is \$5.00 per annum in advance. Single copies, fifteen cents. Payment in advance. All communications should be addressed to the Editor, The Journal of the American Medical Association, 535 North Dearborn Street, Chicago, Ill.

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PART VI

Student Life and Activities

VI. STUDENT LIFE AND ACTIVITIES

STUDENT GOVERNMENT

Authorized by the Board of Trustees and the faculty, the Student Government Association is the University's way of implementing the idea that self-government is appropriate for mature students. Operating within a constitution written and accepted by students, Student Government represents an effective means through which students share with the administration and the faculty the responsibility for creating and maintaining an atmosphere conducive to the total education of the student. The Student Government Association is represented on faculty-administrative committees that are concerned with current evaluation of academic, social, and student welfare policies.

There are three divisions of the student government: the Judicial, the Legislative, and the Executive, each serving in its particular capacity. It is understood that to the faculty and the administrative officers is reserved the handling of such matters as affect academic questions, matters relating to the health of the University community, the control of property, and special cases of discipline which are outside student jurisdiction.

LECTURES AND CONCERTS

The University is wholly or partly responsible for bringing to the student body each year a number of distinguished artists and lecturers in the field of art, the dance, music, and letters. The University also cooperates with the Civic Music Association in bringing to the campus throughout the year persons distinguished in the field of music.

In addition, the School of Music presents regular faculty and student recitals and concerts which all students may attend without charge.

MUSICAL ORGANIZATIONS

Student musical performing organizations are open to all University students. Choral organizations include the Chorale and Chamber Singers for mixed voices, the Choir and Women's Glee Club for women's voices, and a Men's Glee Club; instrumental organizations include the Symphony Orchestra, Sinfonia (chamber orchestra), Concert Band, Wind Ensemble, and Jazz Ensemble. Madrigal groups and other small vocal and instrumental ensembles are also available. Students may also participate in opera and musical comedy, produced jointly by the School of Music and the Department of Drama and Speech.

THE UNIVERSITY DANCE COMPANY

The University Dance Company is a performing group open to all University students. It gives two major performances a year and performs for other universities and for civic organizations in other cities. Frequently, appearances are made on television. The University Dance Company per-

THE UNIVERSITY THEATRE

forms classical Ballet and classical Modern as well as currently choreographed dances composed by well-known artists, the faculty, and students of dance. Students may also participate in operas, plays, or musicals which are jointly produced by the School of Health, Physical Education, and Recreation, the Department of Drama and Speech, and the School of Music.

THE UNIVERSITY FORENSIC ASSOCIATION

The University Forensic Association is sponsored by the Department of Drama and Speech for all students who are interested in competition in debate, oratory, extemporaneous speaking, oral interpretation, and related speech activities. The forensic program serves interested students from all areas of the University. No previous experience in debate is required. Members travel to outstanding tournaments in the United States during the academic year.

The forensic program provides excellent training in speaking, with a unique emphasis upon the skills of critical thinking, comprehensive research, and the theory of evidence. Thus, the UNC-G Forensic Association provides training of particular value to those who plan careers involving oral or written communication activities.

Students interested in joining the University Forensic Association should write or visit the Director of Forensics, Department of Drama and Speech, UNC-G.

THE UNIVERSITY THEATRE

The Drama Division of the Department of Drama and Speech sponsors an active theatre program which consists of nine plays produced each year by its components: UNC-G Theatre, Pixie Theatre for Young People, and Opera-Theatre. These plays are presented in the new Taylor Building with facilities for television programming in conjunction with Channel 4, UNC-Television. Plays are frequently toured. Included among recently produced plays are *The Music Man*, *Waiting for Godot*, and *The Taming of the Shrew*. Any student is welcome to participate and by so doing may become a member of Masqueraders, an active society of those students distinguishing themselves by their work in the theatre.

Pixie Theatre for Young People, in cooperation with the Junior League of Greensboro and the city and county school systems, produces three plays for children each season. These productions are seen by over 30,000 youngsters each year.

The Studio Theatre operates continuously throughout the year where plays are produced exclusively by students, both graduate and undergraduate. Recently several original plays have been performed together with such one-act plays as *The Sandbox* and plays by George Bernard Shaw and Tennessee Williams. Any student may apply to take advantage of this opportunity.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

In 1959 UNC-G Theatre was selected by the American Educational Theatre Association to tour under the joint sponsorship of A.E.T.A., U.S.O., and the Department of Defense for the entertainment of American troops in the Pacific Command. On this tour performances were given in Japan, Korea, Hawaii, and the Philippines. In 1962 UNC-G Theatre was once more chosen, this time to tour the Northeast Command of Iceland, Greenland, Newfoundland, and Labrador. A third tour in 1966 took students to England, the Netherlands, France, and Germany.

Information about the theatre program and its curriculum may be obtained from the Drama Division, Department of Drama and Speech.

PARKWAY PLAYHOUSE

The Department of Drama and Speech operates Parkway Playhouse, Burnsville, N. C., primarily to provide summer stock training and experience for its students. Unlike many summer stock theatres, students are not accepted as apprentices who pay for the opportunity of watching the actors act. Every student participates fully in the theatre program and attends regularly scheduled classes. The program carries with it up to seven hours of academic credit. All work is performed under the guidance of a qualified but diversified staff from UNC-G and other colleges and universities. The facilities include dormitories for men and women, apartments for faculty and staff, a dining hall, a rehearsal hall, as well as a well-equipped 374 seat proscenium arch theatre.

In the course of the seven-week season, Parkway Playhouse produces six plays which provide 70-80 roles for its student company. A musical and a variety of plays make up the season; *Oklahoma* has been recently produced, as well as such plays as *The Odd Couple*, *Bus Stop*, *Cyrano de Bergerac*, and *Summer and Smoke*.

Application forms and further information are available from the Department of Drama and Speech.

ORGANIZATIONS

The Board of Trustees prohibits any secret organizations.

Many national honorary societies, devoted to encouraging high standards of scholarship, leadership, and professional competence, maintain active chapters on the campus.

PHI BETA KAPPA, Epsilon Chapter of North Carolina. Candidates for degrees in liberal studies are eligible for election to Phi Beta Kappa on the basis of outstanding academic records in liberal arts courses. In addition to having completed a specified number of liberal courses, a student considered for election must have completed the equivalent of the intermediate college course in a foreign language.

ALPHA KAPPA DELTA, national sociology fraternity.

ORGANIZATIONS

ALPHA PSI OMEGA, national dramatics honor society.

BETA BETA BETA, national honor society for students in the biological sciences.

GAMMA ALPHA, student organization for business education.

GAMMA THETA UPSILON, international honorary geographical society.

GOLDEN CHAIN, campus honorary society.

MU PI EPSILON, national professional music sorority.

OMICRON NU, national home economics honor society.

PHI ALPHA THETA, international honor society in history.

PI DELTA PHI, national honor society in French.

PI KAPPA LAMBDA, national music society.

PSI CHI, national psychology honorary society.

SIGMA ALPHA, national business education honor society.

SIGMA DELTA PI, national honor society in Spanish.

In addition, most departments and subject-matter areas sponsor local clubs to provide majors and other interested students with experiences and activities not always available in the classroom. Detailed information concerning these organizations, including requirements for membership, purposes, and specific activities, will be found in the Student Handbook.

PUBLICATIONS

Alumni News: The official organ of the Alumni Association, published quarterly.

The Carolinian: The University newspaper, issued twice weekly.

The Coraddi: The literary magazine of the University, issued quarterly.

Pine Needles: The University yearbook.

UNC-G News: The University newsletter, published four times during the school year.

The Student Handbook: Comprehensive student handbook, published annually.

RELIGION

RELIGIOUS GROUPS. Students are encouraged by both the University and the churches to attend the church of their choice and to identify themselves with an organized religious group. Five denominations—Baptist, Episcopal, Lutheran, Methodist, and Presbyterian—are represented by campus ministers who work through student centers and churches adjacent to the campus.

THE INTER-FAITH COUNCIL is composed of student representatives of religious groups. The Council promotes understanding of the common purposes of Jewish, Protestant, and Roman Catholic believers and unites all in joint activities.

DIRECTOR. The Dean of Student Services serves as Coordinator of Religious Activities. Her office is a clearinghouse for the activities of all campus religious organizations.

SOCIAL LIFE

Social life centers around the residence hall units, various clubs and organizations, and Elliott Hall, the student union. Planned and spontaneous programs—weekend camping trips, picnics at Piney Lake, residence hall "Open House" parties, formal and informal dances, club mixers, Elliott Hall's Coffee House—create many opportunities for involvement in a wholesome social life within the campus community.

Elliott Hall, the student union, is the center of extracurricular activities. Its facilities include a large ballroom, a recreation room, lounges, meeting rooms, study and locker rooms for day students, the University Book Store and Restaurant, the Soda Shop and Robot Room, and offices for student publications and organizations.

SPORTS AND RECREATION

The athletic fields include ten tennis courts; soccer, speedball, hockey, lacrosse, and softball fields; a nine-hole golf course and practice tee and putting green; an archery range and other outdoor play areas. The Rosenthal Gymnasium houses the new swimming pool, dressing and shower rooms, game room, one large gymnasium floor, wrestling room, crafts room, and two auxiliary areas. The Coleman Gymnasium provides the following modern facilities for a broad program of physical education: gymnasium, activity terrace, corrective unit, two dance studios, bowling alleys, indoor golf room, game rooms, and instructional and administrative rooms and offices.

Piney Lake, the recreation center, is located about six miles south of Greensboro. Forty-two acres of beautiful wooded land provide facilities which include two well-equipped houses, a large lake, a recreation hall, a crafts and hobby shop, a log cabin, playing areas, and a new camp site complete with lodge, dining hall, and ten cabins. Students of the University may use the recreation center for picnics, weekend outings, and for recreational purposes. The center is used also by the School of Health, Physical Education, and Recreation for instructional programs in camping and outdoor education and by other departments and schools in the conduct of instructional work in out-of-doors laboratories.



PART VII

*General University
Degree Requirements*

VII. GENERAL UNIVERSITY DEGREE REQUIREMENTS

GENERAL INFORMATION

The University of North Carolina at Greensboro is a member of the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, the American Council on Education, American Association of Colleges for Teacher Education, the North Carolina College Conference, and the National Commission of Accrediting.

The University confers six undergraduate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Science in Home Economics, Bachelor of Fine Arts, and Bachelor of Science in Medical Technology.

Certain curricula of the Graduate School of the University are offered. These curricula are in the fields of Art, Biology, Business Administration, Business Education, Chemistry, Drama and Speech, Economics, Education, English, French, Health, History, Home Economics, Mathematics, Music, Physical Education, Physics, Psychology, Spanish, and Fine Arts.

The minimum quality point ratio (see p. 146) required of all Bachelor's degrees is 2.0. The one year of required physical education is not included in this computation.

A student who qualifies may do honors work (see p. 126).

Courses primarily for freshmen are designated as Grade I, numbered 100-109; those primarily for sophomores as Grade II, 200-299; those primarily for juniors and seniors as Grade III, 300-399. Grade IV, 400-499, indicates courses primarily for seniors. Grade V, 500-599, includes courses open only to advanced undergraduate and graduate students; courses numbered 600-749 are open only to graduate students; courses numbered 750-799 are open to doctoral candidates only.

UNIVERSITY REQUIREMENTS FOR THE BACCALAUREATE DEGREE

The minimum requirement for the baccalaureate degree is the completion of 122 semester hours with 2.0 quality point ratio (see page 146). The hours required must include the following:

	<i>Courses</i>	<i>Credits</i>
I. A. One course in English composition ¹	0-1	0-3
B. One year in Physical Education activities ²	0-2	0

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic exemption for veterans and persons 25 years of age or older.

GENERAL UNIVERSITY DEGREE REQUIREMENTS

II. A. Approved work in the general areas of knowledge exclusive of the major.¹

Humanities	3	9
Natural Sciences and Mathematics	2	6-8
Social and Behavioral Sciences	2	6

B. Additional approved work, exclusive of the major, in any one, all, or combination of the above areas; or in elementary foreign language

4 12

11-14 33-38

III. Free Elective courses² 8 24

IV. Major concentrations and further requirements

to be determined by the College, Schools,

and Departments 20 60

Major Subject:

The departmental major is composed of a sequence of courses within one department.

A student must take not less than 24 nor more than 36 hours of courses above Grade I in the major subject, except that whenever, during his freshman year, the student takes courses above Grade I in lieu of Grade I courses in his major subject the maximum number of hours in that subject accepted toward graduation will be increased by the number of hours so taken. Any courses above Grade I taken to fulfill general University requirements also count toward the hours in the major. The student should consult the dean or department head for specific course requirements in his major subject or refer to the course offering section of this catalog.

Courses fulfilling the requirements for graduation in the fields of concentration shall be above Grade I. At least 36 of the student's last 60 hours shall be of Grade III or above, and not more than 12 of the last 60 may be of Grade I. When, however, this regulation will work a special hardship upon a student, adjustments may be made by the Dean of Academic Advising and the student's major adviser.

Electives:

Electives may be chosen from the various subject matter fields outside the major field.

Applied music may be taken for elective credit by any student provided the music faculty grants permission after an entrance test performance. Freshmen may take no more than 4 hours of applied music.

¹The same discipline may not be used to satisfy the requirements in more than one area.

²Where specific accreditation or certification requirements demand a higher total in the major or supporting fields, free elective courses may be used to meet such requirements.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

The courses listed below have been approved as meeting requirements in the general areas of knowledge. The appropriate designation as shown in parentheses below is included in the course offering section in the description of courses approved to meet these requirements.

English Composition (EC):

English 101, 102, 223, 224

Humanities (H):

Anthropology 371

Art 105, 301, 303, 304, 305, 306, 313, 402, 403, 404, 405, 406, 407, 408, 409, 413

Classical Civilization 111, 201, 335, 336, 397, 398

Drama and Speech 121, 320, 502, 532, 533, 534, 581, 582

English 105, 106, 201, 202, 211, 212, 251, 252, 337, 338, 339, 340, 342, 343, 344, 345, 346, 351, 352, 357, 358, 359, 360, 371, 375, 449, 493-494, 501, 502, 510, 513, 531, 532, 533, 534, 536, 537, 539, 540, 541, 542, 548, 549, 550, 551, 552, 554, 555, 556, 561, 562, 563, 567, 568, 570, 582

French 103, 104, 207, 208, 301, 302, 313, 327, 330, 331, 333, 336, 340, 545, 547, 558, 561, 563, 565, 567, 568, 571, 572, 573

German 103, 104, 205, 206, 213, 214, 301, 302, 311, 312, 317-318, 321, 322, 325, 326, 327, 328, 331, 332, 337, 338, 345, 346, 401

Greek 201-202, 203-204, 325, 326, 350, 351, 352, 353, 401, 402, 403, 404

Home Economics 504, 514, 536

Italian 303-304

Latin 103-104, 201-202, 301, 302, 303, 326, 333, 342, 402

Latin American Studies 220

Music 214, 241, 331, 332, 342, 371, 511, 520, 521, 531, 536, 537, 538, 568

Philosophy 111, 201, 221, 231, 232, 287, 292, 321, 322, 323, 329, 331, 335, 341, 342, 348, 505, 520

Physical Education 354, 522, 523

Religious Studies 110, 212, 241, 323, 326, 371

Russian 203-204, 311, 312, 401

Spanish 103, 104, 207, 208, 301, 302, 317, 318, 321, 324, 326, 329, 330, 334, 510, 515, 520, 523, 525, 531, 535, 538, 545, 546, 571, 572

Natural Science and Mathematics (NSM):

Biology 101, 102, 222, 241, 271, 277, 324, 372, 524, 525, 527, 529, 535, 536, 538, 545, 546, 554, 570, 577, 578, 581

Chemistry 111, 111L, 112, 112L, 114, 114L, 205, 231, 242, 244, 306, 351, 352, 406, 451, 461, 462, 532, 552

Geography 111, 112, 211, 212

Mathematics 110, 112, 121, 191, 220, 292, 293, 311, 312, 320, 340, 341, 342, 343, 345, 390, 394, 571, 572

Philosophy 211, 212

Physics 101-102, 191-292, 207, 208, 303, 305, 307, 308, 321, 322, 323, 324, 331, 332, 450, 452, 493-494

Psychology 223, 450, 451, 452, 453, 454

GENERAL UNIVERSITY DEGREE REQUIREMENTS

Social and Behavioral Sciences (SBS):

Anthropology 212, 329, 331, 332, 335, 360, 371, 385, 387, 411, 429, 458, 497, 498, 524, 533, 547, 563, 576, 580, 583, 597, 598

Business Administration 490, 534

Economics 101, 211, 212, 325, 345, 346, 403, 445, 446, 493-494, 499, 517, 518, 521, 522, 523, 524, 525, 534, 536, 540, 550, 551, 555, 560, 565

Geography 101, 201, 202, 301, 302, 303, 304, 322, 522, 537

History 101, 102, 107, 108, 109, 110, 111, 112, 113, 114, 205, 206, 211, 212, 215, 216, 228, 239, 240, 273, 274, 277, 278, 291, 292, 301, 302, 305, 337, 338, 342, 343, 344, 348, 351, 352, 355, 356, 381, 383, 384, 401, 402, 408, 410, 415, 426, 433, 434, 437, 439, 440, 441, 442, 446, 447, 449, 450, 454, 455, 461, 465, 466, 468, 469, 470, 473, 479, 480, 481, 482, 484, 493-494, 503, 517, 518, 521, 522, 528, 529, 571, 572, 599a, 599b

International Studies 400

Latin American Studies 220, 450

Music 371

Political Science 221, 223, 240, 250, 260, 301, 310, 311, 322, 327, 328, 330, 331, 333, 335, 340, 341, 342, 343, 355, 361, 372, 373, 374, 381, 391, 401, 402, 493-494, 505, 528, 529, 571, 572

Psychology 221, 345, 426, 442, 447, 534

Religious Studies 366

Sociology 101, 211, 222, 313, 318, 324, 327, 331, 339, 355, 366, 415, 427, 428, 436, 461, 481, 493-494, 497, 498, 501, 502, 514, 516, 518, 521, 526, 543, 551, 552, 553, 555, 561, 562, 571, 572, 574, 597, 598

PLAN II—SPECIAL CURRICULUM OPTION

Plan II provides a mechanism for a student with unusual goals to design a special course of study, with faculty assistance.

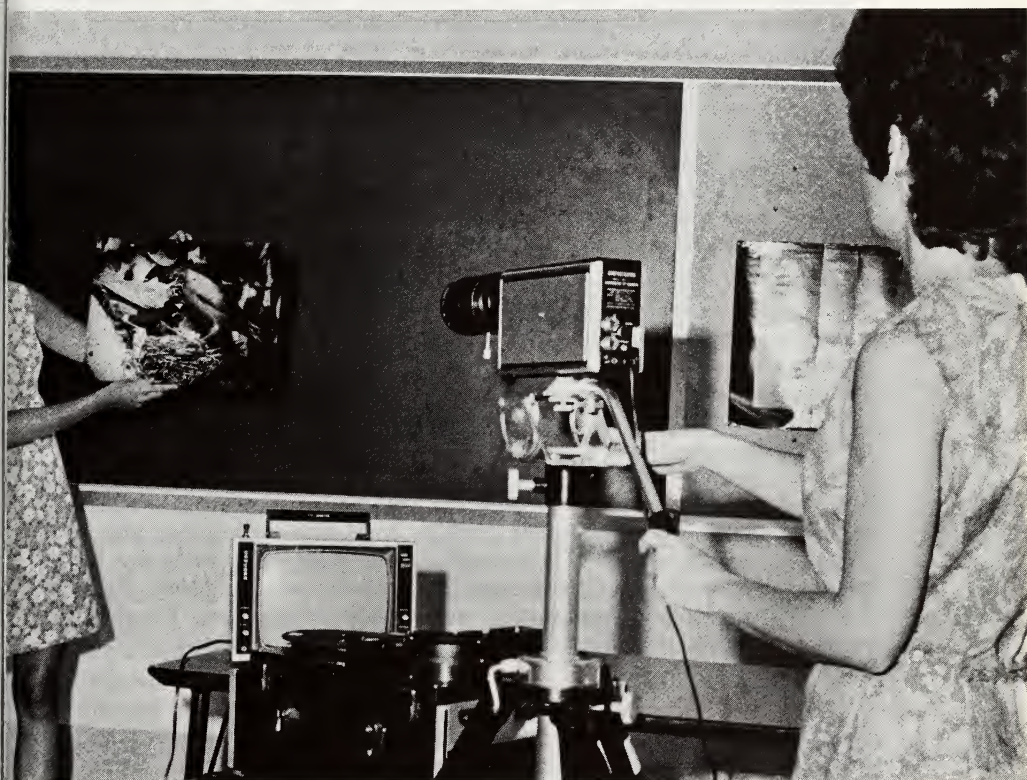
Not later than the beginning of the senior year and after consultation with his adviser, a student may submit in writing to the Dean of Academic Advising a proposed course of study, in which he carefully stipulates his educational goals and why they cannot be met under conventional degree requirements. The Dean, after consultation with an appropriate member of the primary department concerned, shall refer the proposal for approval, modification, or rejection to the members of a committee of the department(s), school, or college. If approved by this committee, the proposal shall then be submitted for formal approval, modification, or rejection to the Committee for Plan II. The student's transcript will carry the notation "Plan II, Specially Designed Program of Study."

The proposed course of study must meet the requirement of 122 hours for graduation, but the program may change the total number of hours permitted in the major subject or concentration.

Minor modifications of an approved program may be made together by the student and his adviser. Major modifications—more than two courses or changes that affect the direction and purpose of the program—must be referred to the committee of Plan II.

The first of these is the question of the origin of the human race. It is generally admitted that the human race is of African origin, and that it has spread from Africa to all other parts of the world. The second question is the question of the development of the human race. It is generally admitted that the human race has developed from a lower to a higher state, and that it has done so in a regular and orderly manner. The third question is the question of the influence of the environment on the human race. It is generally admitted that the environment has a great influence on the human race, and that it has done so in a regular and orderly manner. The fourth question is the question of the influence of the human race on the environment. It is generally admitted that the human race has a great influence on the environment, and that it has done so in a regular and orderly manner.

The fifth question is the question of the future of the human race. It is generally admitted that the human race has a bright future, and that it will continue to develop and progress. The sixth question is the question of the unity of the human race. It is generally admitted that the human race is a single and unified race, and that it has a common origin and a common destiny. The seventh question is the question of the rights of the human race. It is generally admitted that the human race has certain rights, and that these rights should be protected and preserved. The eighth question is the question of the duties of the human race. It is generally admitted that the human race has certain duties, and that these duties should be fulfilled and observed. The ninth question is the question of the progress of the human race. It is generally admitted that the human race has made great progress, and that it will continue to make progress in the future. The tenth question is the question of the happiness of the human race. It is generally admitted that the human race has a right to happiness, and that it should strive to achieve happiness for all its members.



PART VIII

*The College, Schools, and
Special Programs*

VIII. THE COLLEGE, SCHOOLS, AND SPECIAL PROGRAMS

COLLEGE OF ARTS AND SCIENCES

ROBERT L. MILLER, Dean

The College of Arts and Sciences is the center in the University for study of the spirit and substance of the liberal arts.¹ Defined as "the arts of the free man," liberal studies consist of the knowledge and skills which enable a person to examine critically the traditional wisdom of our culture and to develop an informed world view. The College encourages discovery and dissemination of knowledge through the study of that which is already known, and through research and other creative activities such as the practice of certain of the fine arts. The basic undergraduate² degree of the College, the Bachelor of Arts (B.A.) is today, as traditionally, a liberal arts degree. While the other degrees offered by the College, the Bachelor of Science³ (B.S.) and the Bachelor of Fine Arts⁴ (B.F.A.), contain professional and technical studies, they are also viewed as being primarily programs in the liberal arts.

In important ways the education of each person is, and should be, unique. The student has the responsibility for acquiring and using knowledge which will help to make him a liberally educated person, whose life is marked by intelligence, productivity, and enjoyment. It is essential that the student during the years of college make frequent assessments of his progress in learning. Students are encouraged to become acquainted with several faculty members who, together with friends and official advisers, can aid in this process. The advice and course descriptions in this Catalog should be reviewed periodically. In this way the student can make responsible use of the freedom granted by the College curriculum. Freedom and self-motivation in the context of a rational plan of disciplined study are recognized by the faculty as fundamental in the liberal arts tradition. The student on his own initiative should seek relationships among the different subjects studied, and should attempt to achieve a coherent intellectual perspective.

A liberally educated person characteristically has both a breadth of understanding and a specific focus for his knowledge. The College encourages breadth of study through its requirements in several areas and by granting the student freedom consciously to choose the experience of university-level study in as many fields as possible. Through the requirement of a major (and possibly cognate courses) the student experiences the intense discipline of critical reflection, empirical investigation, and imaginative perception in a single identifiable area.

¹Art, Biology, Chemistry, Classical Civilization, Drama & Speech, English, Geography, German & Russian, History, Latin American Studies, Mathematics, Philosophy, Physics, Political Science, Psychology, Religious Studies, Romance Languages, and Sociology & Anthropology are the departments of the College.

²For information describing graduate programs, see the *Graduate School Catalog*.

³Biology (in Medical Technology), Chemistry, Mathematics, and Physics.

⁴Art and Drama.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

While it is impossible to define precisely the contents of a good liberal education, there is widespread agreement that experience in certain kinds of knowledge and intellectual skills is characteristic of a liberally educated person. Inasmuch as a full realization of all these possibilities cannot be completed in an undergraduate education, the student (with the help of his advisers) should emphasize in college the knowledge and skills of greatest value to him.

THE RATIONALE FOR THE COLLEGE PROGRAM

This discussion of nine characteristics of liberal education is intended to help the student define goals and use the requirements and advice of the College in planning course work. It should not be interpreted as a list of absolutes. Most of these characteristics may be found in the offerings of more than one department; none of them should escape the student's consideration. A familiarity with each of these qualities, at least in a minimal way, is a highly desirable goal in undergraduate education.

1. One of the truly essential intellectual skills is the ability to express thought clearly in language. The ability to express complex ideas with clarity and coherence is essential to the liberally educated person, both in a career and outside it. This is the skill which is primary for the student hoping to study Law, but its need in other professions, such as medicine and teaching, is obvious also. The student should give special attention (at the outset of his college education) to improving his capacity for exact expression, fully realizing that this task remains a life-long challenge. As the student works with increasingly complex ideas in College, the need for periodic refreshing of skills will be evident. The College requires students to take a one-semester composition course as specified in the degree requirements given below, (p. 86). If after this course, the student should desire to improve this skill further, he would be well advised to undertake additional study in written composition or the techniques of verbal expression, or consciously to select courses which entail the writing of papers subject to intense stylistic criticism.

2. The United States is probably the only major country in the world where it cannot be assumed that a university-educated person knows a foreign language. Yet, such knowledge is one of the characteristics of the liberally educated. Knowledge of a foreign language or languages may be put to practical use by some students who travel or engage in research or graduate study, but more important is the unique outside vantage point from which our own modes of thought may be more critically viewed through the learning of foreign languages and acquaintance with the cultures portrayed in them. The study of a foreign language is also a way of learning one's own language better, for the practice of translation into English is an excellent means of working with English vocabulary and sentence structure. The College requires the student to take two semesters of foreign language, unless he has displayed proficiency through

the intermediate level. Students who, as a result of this requirement, finish the elementary level of language should be aware that minimal skills in a foreign language are generally reached only at a higher (the intermediate) level. Maximum cultural profit from foreign language study is gained by continuing to a more advanced level where the study of literature in its fullest possibilities is predominant in the course. As in the case of mathematics and English composition, the improvement of skills depends upon continuous application of them.

Students are referred to the description of the University chapter of Phi Beta Kappa elsewhere in this Catalog, and are reminded that they will be eligible for consideration for election only if they have completed the equivalent of an intermediate college-level course in foreign language. Students who may wish to consider graduate study at any time in the future should be aware that many graduate programs demand a reading knowledge of from one to three foreign languages. Advice in this matter is available in the several departments, and the student should make inquiries early in his career, allowing always for possible changes in major.

3. The study of literature, which is the artistic interpretation and portrayal in words of the meaning of human experience, provides practical insight into the possibilities of language as used by its most effective masters and simultaneously reveals to the student realms of feeling and experience into which his personal life might never lead him, or of which he might otherwise remain forever unconscious. Literature offers an excellent form of contact with distant ages and peoples. Its study leads to a more intense awareness of history and movements of thought, and awakens appreciation of aesthetic elements in language and literary form.

4. Distant cultures, as well as our own, often present themselves most vividly and enjoyably in the fine arts. Images, gestures, and tones are media that permit the most direct expression of which man is capable. All students can enrich both their minds and their lives by participating in or learning about the arts of painting, sculpture, drama, dance, and music. Familiarity with the arts is certainly essential to a fully cultivated person. Students are strongly encouraged to approach the arts through study of their history and principles.

5. Man can seldom escape from the influence of history and society. The discipline of history usually emphasizes the cultural, intellectual, sociological, and economic, as well as the political past. The perspective we gain through the study of history of any age is both intrinsically interesting and useful as a guide in the act of individual decision on matters of social and political import. Our own age has been called unhistorical. It is perhaps in just such a period that the responsible person must strive quite consciously to perceive the reality of historical forces and restraints. Because of its encompassing character, the study of history can be made relevant to almost any particular interest. Courses of an historical nature can be found in several departments.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

6. The social sciences, as we conceive of them today, pursue a more systematically structural and quantitative investigation of man, of society, and of political action than has traditionally been the case in historical research. An understanding of these methods of generalization and testing is obviously of great importance in the education of a responsible citizenry. From the purely intellectual point of view, the ability to see some elements of underlying order in the confusing abundance of peoples and social structures and patterns is an enlightening perspective. Some disciplines in the social sciences emphasize environmental and psychological aspects of human experience, and others the structures and mechanisms of societies.

7. Man does not live only in society, but lives within himself as well. He questions, and should question, himself and his relationship to the world. An ordering of our thoughts from the individual viewpoint, a patient examination of how we know, what we should do, and why we appreciate experience, and what transcends our lives—these questions have always attracted some of man's best minds. Thus, without some knowledge of the nature and methods of philosophy and religious thought, vast stretches of history and our own lives may remain unilluminated by critical thought. Courses in these areas, as in history, will be found relevant to almost all other disciplines.

8. One of the most successful codifications of formal rules of thought has clearly been achieved in mathematics, a discipline of significant influence on other modes of thought. From a purely practical point of view, mathematics is essential for most natural sciences, for many social sciences, and has found some application in the humanities. Students who wish to understand the "essence" of science and technology, which have come into great influence in the modern world, should elect some mathematical training beyond the high-school level, even if the projected major does not suggest it. As in language, mathematical skills should be maintained through continuous application.

9. Because of the unparalleled advances in science during the twentieth century, no person now can consider himself educated without an understanding of natural science. The natural sciences develop their concepts from a study of the physical and biological aspects of man and the universe, and teach a characteristic way of reasoning. The natural sciences are primarily experimental sciences; thus, to appreciate the manner in which the systematic study of the natural world is conducted, study in at least one laboratory science is recommended. Students considering majoring in a science are reminded that there is often an optimum course sequence in science and mathematics, and are therefore urged to consult the appropriate departments for this information.

COLLEGE DEGREE REQUIREMENTS

The degree requirements listed below constitute the framework within which each student of the College will fashion his educational program.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

General Requirements for the Bachelor of Arts Degree (B.A.)

All of the departments of the College, with the exception of the Department of Religious Studies, offer programs leading to the B.A. degree. Consult the departmental listings for the requirements in the major and cognate fields.

	<i>Courses</i>	<i>Credits</i>
I. A. One course in English composition ¹	0-1	0-3
B. One year of physical education activities ²	0-2	0-2
C. Foreign Language Proficiency through the intermediate level, or two courses	0-2	0-6
II. A. Approved work ³ in the general areas of knowledge exclusive of the major. ⁴		
Humanities	3	9
Natural science and mathematics	2	6-8
Social and Behavioral Sciences	2	6
B. Additional approved work, exclusive of the department and area of the major, in each of the other above areas (i.e., at least one of the four courses must be taken in each of the two areas) ⁴	4	12
III. Free Elective courses ⁵	8	24
IV. Major concentration and further College requirements:		
A. Major concentration, above 100 level courses ..	8-12	24-36
B. Cognate and/or elective courses	6-12	18-36
Minimum total for the degree		120-122

Several sample degree plans are given below as an aid in planning a course of study to meet the requirements of the student and the College.

These study plans are in no sense required. They are merely examples how the student may devise a plan to complete area, elective, and major requirements. The underlying assumption of the plans is that a diversification of interests in the first years of study will allow the student to make a more rewarding choice of a major field to be studied in the later years. The sample plans illustrate completion of almost all requirements, save those for electives and in the major, in the Freshman and Sophomore years. The foreign language requirement is best fulfilled in immediate continuation of high school experience. The composition requirement would also seem to deserve early attention. In many cases mathematics should be studied in the first year. By following some such flexible plan as the one

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic exemption for veterans and persons 25 years of age or older.

³Approved courses are listed in Section VII.

⁴The same discipline may not be used to satisfy the requirements in more than one area.

⁵Where specific accreditation or certification requirements demand a higher total in the major or supporting fields, free elective courses may be used to meet such requirements.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

below, which avoids early specialization, it should still be relatively simple to change majors at the end of the Sophomore year. At the same time, the student has at least one free elective each semester. The only area requirement which in the plan below must still be fulfilled in the Junior year is one which, for each type of major, can be sensibly correlated with the major discipline.

PLAN II

Students having unusual educational goals may design, with faculty assistance, a special course of study in which some or all of the usual requirements are waived. For further information about Plan II, see page 79 of this Catalog.

SUGGESTED FLEXIBLE STUDY PLANS¹

<i>Freshman Year</i>	<i>Sophomore Year</i>	<i>Junior Year</i>	<i>Senior Year</i>
	Humanities Major:		
	Laboratory	Social	Elective or
	Science	Science	Cognate
	For. or Eng. Lit. / /	Major	Major
	Art, Music, Drama		
	History / /	Major	Major
	Phil. or Rel. Thought		
	Elective or Cognate	Major	Major
Science or	Elective	Elective	Elective
Mathematics			
	Natural Science Major:		
Foreign	Science	Social	Elective or
Language		Science	Cognate
Social	For. or Eng. Lit. / /	Major	Major
Science	Art, Music, Drama		
	History / /	Major	Major
Composition / /	Phil. or Rel. Thought		
Literature	Elective or Cognate	Major	Major
Elective	Elective	Elective or	Elective or
		Cognate	Cognate
	Social Science Major:		
	Social Science	Natural	Elective or
		Science	Cognate
	For. or Eng. Lit. / /	Major	Major
	Art, Music, Drama		
	History / /	Major	Major
	Phil. or Rel. Thought		
	Elective or Cognate	Major	Major
	Elective	Elective	Elective

¹The student is reminded that these suggested model study plans are intended as an aid to course selection. Requirements can be met in a variety of other ways.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Requirements for the Bachelor of Science Degree (B.S.)

The Departments of Biology (in Medical Technology), Chemistry, Mathematics, and Physics offer programs leading to the B.S. degree. The general requirements for this degree are the same as those for the B.A. degree except that more hours (42) are permitted in the major field. Consult the departmental listing for the specific requirements in the major and cognate fields.

Medical Laboratory Technology Program

Two courses of instruction are offered to those students who wish to pursue the profession of Medical Technology. The first of these programs is one in which the student takes four years at the University after which he is granted a Bachelor of Arts degree. After graduating, the student takes an additional year of study and training in a medical school or hospital of medical technology which has been approved for this training by the American Society of Clinical Pathologists.

The second course of study is one in which the student receives his first three years at the University and the fourth year at the School of Medical Technology, School of Medicine, University of North Carolina, Chapel Hill, North Carolina, or the Moses H. Cone Memorial Hospital, Greensboro, North Carolina. The completion of the first three years of the program at the University at Greensboro does not necessarily mean the student will automatically be admitted to the twelve-month course in medical technology at either of the two affiliated clinical schools. The University grants the student a Bachelor of Science degree in Medical Technology after the completion of the fourth year, and he is then eligible for certification by the National Registry of Medical Technologists, American Society of Clinical Pathologists.

Five-Year Program. A student may prepare for the five-year program by meeting the requirements for the Bachelor of Arts degree in either of two ways; that is, by majoring in biology and taking the necessary supporting courses in chemistry or by majoring in chemistry and taking the necessary supporting courses in biology.

Students taking this program are advised to take biology and chemistry in their freshman year and two science courses in their sophomore year.



REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

The head of the department in which the student majors and the coordinator for the programs in medical technology will advise each student in planning his program. A graduate of this program is not eligible for certification by the National Registry of Medical Technologists of the American Society of Clinical Pathologists until he has had a year's training or apprenticeship in an A. S. C. P. approved school of medical technology.

Four-Year Program. A recommended outline for the four-year program leading to a Bachelor of Science degree in Medical Technology follows:

Course of Study

FRESHMAN YEAR		SOPHOMORE YEAR	
<i>Courses</i>	<i>S.H.</i>	<i>Courses</i>	<i>S.H.</i>
Biology 101, 102	6	Biology 253 or 271, 277	7- 8
Chemistry 111, 111L, 114, 114L	8	Chemistry 351, 352, 354	7
English composition ¹	0- 3	Mathematics 110, 112, or 121, 191	3- 6
Foreign languages	0- 6	Electives ²	12-16
Physical education	0- 2		
Electives ²	5-20		

JUNIOR YEAR	
<i>Courses</i>	<i>S.H.</i>
Biology 581	4
Biology 582	3
Biology 383	3
Biology 592	3
Chemistry 231	4
Chemistry 451	2
Social science	6
Electives ²	7-8

SENIOR YEAR

The 12-month program in Medical Technology in the School of Medicine at the University of North Carolina at Chapel Hill and the Moses H. Cone Hospital are shown below:

	<i>S.H.</i>	
	<i>Chapel Hill</i>	<i>Cone</i>
Bacteriology, Parasitology, Virology, Serology, Mycology	9½	14
Biochemistry, Isotopes	9½	11½
Clinical Microscopy	4½	2½
Ethics, Laboratory Management	1	1

¹Subject to exemption by proficiency test.

²Electives in humanities, social and behavioral sciences, or natural science to fulfill College degree requirements.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Hematology, Blood Bank	9½	18½
Tissue Technique, Cytology, Cytogenetics	5	1½
Basic Electronics, Instrumentation, Computer Technology and Electrocardiography		1½
Laboratory Seminars, Medical Mortality Conferences, and Abnormal Laboratory Rounds		5
	39	55½

The course of study in the four- and five-year programs in Medical Technology is essentially the same during the freshman year. At the end of the freshman year, the student should decide which program he wishes to follow. Students who complete the five-year plan of study have the choice of many electives in the social sciences and advanced courses in chemistry and biology.

REQUIREMENTS FOR THE BACHELOR OF FINE ARTS DEGREE

The Departments of Art and Drama offer programs leading to the B.F.A. degree. The general requirements for this degree are the same as those listed on page 76 of this Catalog (the all-University requirements). However, approved work in the general areas of knowledge must be selected from departments outside the major.

B.F.A. in Art

There are five sequences leading to the Bachelor of Fine Arts degree in Art: Art Education I, Art Education II, Design, Sculpture, Painting and Printmaking. The minimum requirement for the degree is the completion of 126-128 semester hours with a 2.0 quality point ratio.

The sequences in Painting and Printmaking and in Sculpture presume the work of art to be an imagined reference to experience more or less abstract. The Design sequence assumes the requirement of the work of art to be self-generated by its inherent systemic logic or by its object or functional requirements.

Major requirements for the following sequences with a major in Art:

Art Education I: Art History—15 s.h. including Art 105; Studio Art—120, 140, 150, 199, 221, 281, 285 or 286, 2 s.h. painting, 2 s.h. design, 6 s.h. crafts in wood, metal, and textiles; 6 s.h. art or related elective; Art Education—Art 361, 362 (In the junior year); Art 363, 365, 465 (Taken together in the senior year); Certification requirements—a course in literature, mathematics, natural science, Health 101 or 301, Psychology 221, Education 381, 450. (The social science requirement must be met by 3 s.h. history and 3 s.h. each from two of the following—political science, economics, geography, anthropology, or sociology.) All Art majors seeking Teacher Certification will take this sequence unless they are admitted to the Art Education II sequence after at least 1 semester of work in the Art Department.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

Art Education II: The requirements are the same as the Art Education I sequence above except that 4 s.h. of art or related elective are required instead of 6 s.h., and 6 s.h. of Independent Studio are required. A minimum of 10 s.h. must be taken in some single studio specialization including at least 4 s.h. of Independent Studio in this specialty.

Design: Art History—15 s.h. including Art 105; Studio Art—140, either 120 or 150, 199, 240, 285, 10 s.h. of advanced design (courses with numbers ending in the 40's, 70's or 80's), 10 s.h. of Independent Studio beyond Art 199, 16 s.h. art or related electives. A minimum of 24 s.h. of design must include at least 8 s.h. of Independent Studio in work appropriate to the study of design. The student may develop a specialization in Graphic Design, Costume Design, Ceramics, or Fiber Crafts by concentrating his elective choices and his Independent Studio work in one of these areas. Such a specialization is not required.

Painting and Printmaking: Art History—15 s.h. including Art 105; Studio Art—120, either 140 or 150, and 199, 220, 221, 231, 6 s.h. of advanced courses in painting, 4 s.h. printmaking, 14 s.h. art or related elective, 10 s.h. of Independent Studio beyond Art 199. A minimum of 8 s.h. of Independent Studio must be taken in painting or printmaking.

Sculpture: Art History—15 s.h. including Art 105; Studio Art—150, either 120 or 140, 199, 281, 8 s.h. of advanced courses in sculpture, 20 s.h. art or related elective, 10 s.h. of Independent Studio beyond Art 199. A minimum of 8 s.h. of Independent Studio must be taken in Sculpture.

B.F.A. in Drama

This program emphasizes the fact that theatre is a discipline involving three basic factors: (1) natural endowment; (2) study; (3) exercise or practice. Only students who show evidence of natural endowment and who work to perfect it through classroom study combined with practical application will be continued in the program. The total development of each student is examined by the drama faculty in the spring of each year, and continuance in the program depends upon the student's achievement record.

The minimum requirements for the degree of Bachelor of Fine Arts in Drama are: (1) the completion of 124 semester hours with a 2.0 quality point ratio (see page 146); (2) one summer in theatre practicum at Parkway Playhouse in Burnsville, North Carolina, or another approved similar program; (3) constant and vigorous participation in the Department's play production program.

The hours required in courses must include: Psychology 223 and one of the following: Psychology 450, 451, 452, 453, 454, or other natural science or mathematics; Psychology 345; Drama and Speech 111, 121, 122, 140, 250, 251, 253, 255, 365, 366, 375, 376, 391, 533 or 534, 541, 581 or 582.

There are two sequences leading to this degree: Acting and Directing; Design and Technical Direction. Students elect one of the following:

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Acting and Directing Sequence: Music 241, 151 or Drama and Speech 150 (1 semester hour), 251 or Drama and Speech 150 (1 semester hour); Physical Education 144, 170, 336; Drama and Speech 112, 252, 301, 320, 598, and two of the following: 520, 590, 592. Electives to complete a minimum of 124 hours of credit.

Design and Technical Direction Sequence: Art 105, 120, 140, 221, 222, 223, 366; Physical Education 170, 144 or 145; Drama and Speech 150 (1 semester hour), 543, 544, and 545. Electives to complete a minimum of 124 hours of credit.

THE SCHOOL OF BUSINESS AND ECONOMICS

DAVID H. SHELTON, Dean

Professors ALLEN, GENTRY, HARDAWAY, KENNEDY, LITTLEJOHN, SHELTON, SVENSON; Associate Professors FORMBY, GRILL, LEARY, LUCAS, WHITLOCK, WINDHAM; Assistant Professors ALTHAUS, ASCH, COLLIER, HARRISON, JOHNSON, JUD, LIAO, MILES, NASH, SMITH; Lecturers GRAVES, HOFTYZER, HORTON, LEWIS, MCCARTNEY, MCNAIRY, MILLER, OSBORN, RHYNE, SARAL, SCALIA, WICKHAM, WILLIS; Instructors JONES, LUCKIE.

The School of Business and Economics is committed to excellence in general education and in the professional fields under its jurisdiction. It welcomes serious and qualified students without regard to age, race, sex, or other characteristics which have no necessary relationship to academic accomplishment. Many students who major within the School begin their college work at U.N.C.-G. Numerous others transfer to this institution from two or four-year colleges. The philosophy of the School emphasizes preparation of students for learning throughout their lives, and its programs seek to facilitate such continued education through the offering of certain courses in the evening, through non-credit institutes and workshops, through bringing to the campus special lecturers of national reputation, and through collaboration with off-campus educational agencies.

Some curricula within the School of Business and Economics terminate in the Bachelor of Arts degree; others lead to the Bachelor of Science. Full majors or concentrations are offered in the following academic areas: Accounting, Administration and Management Science, Business Education, Distributive Education, Economics, General Business, Merchandising, and Office Administration. Prospective teachers of business and economic subjects may select teacher education programs which prepare them for certification in Basic Business, Comprehensive Business, Distributive Education, or Social Studies. General requirements for earning the B.A., B.S., and B.S. with teacher certification are given below. Requirements for majors and concentrations within the School are currently being revised. Incoming students should consult carefully with their faculty advisers

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

regarding course requirements in their particular areas of interest. All degree programs within the School seek to provide the student with as broad an educational foundation as can be combined with excellent preparation for a professional career. All leave considerable free choice to the student in determining how requirements shall be met. Grading policy within the School is the same as for the University at large except that specific courses required for completion of the major may not be taken on a "Pass/Not Pass" grade basis.

BACHELOR OF ARTS—SCHOOL OF BUSINESS AND ECONOMICS

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. One year of physical education activities ²	0-2
II. A. Approved work in the general areas of knowledge ³	
Humanities	9
Natural science and mathematics	6-8
Social and behavioral sciences	6
B. Additional approved work, exclusive of the major, in any one, all, or combination of the above areas, or in elementary or intermediate foreign language .	12
C. Work taken in satisfaction of II-A and II-B above must include: approved mathematics—6 semester hours; approved courses in international affairs, selected from economics, history, or political science —6 semester hours; approved social or behavioral science other than economics or business admini- stration—6 semester hours.	
III. Free elective courses	30 or more ⁴
IV. Major concentration and further requirements	
Courses within the School of Business and Economics	27-54 ⁵
Total hours	120-122

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic for veterans and persons 25 years of age or older.

³The same discipline may not be used to satisfy the requirements in more than one area.

⁴Must be taken outside the School of Business and Economics. Where outside courses must be taken to meet certification or accreditation requirements, electives may be used for this purpose.

⁵The number of hours required varies with the concentration selected; no sequence requires as many as 54 hours. The 54 semester hour figure is the *maximum* permissible total of work within the School (including all business administration, business education, and economics courses). Additionally, no more than 36 semester hours may be taken in any one disciplinary area within the School, and courses cross-listed with other areas (e.g., Business Administration and Psychology 534 or Economics and History 517) must be counted toward the maximum permissible hours regardless of the course designation under which credit is received.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

BACHELOR OF SCIENCE—SCHOOL OF BUSINESS AND ECONOMICS

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. One year of physical education activities ²	0-2
C. One approved course in spoken English ¹	0-3
II. A. Approved work in the general areas of knowledge ³	
Humanities	9
Natural science and mathematics	6-8
Social and behavioral sciences	6
B. Additional approved work, exclusive of the major, in any one, all, or combination of the above areas, or in elementary or intermediate foreign language .	12
C. Work taken in satisfaction of II-A and II-B above must include: approved mathematics or quantita- tive methods ⁴ —12 semester hours; and approved social or behavioral science other than economics or business administration—9 semester hours.	
III. Free elective courses	24 or more ⁵
IV. Major concentration and further requirements	
Courses within the School of Business and Economics	27-57 ⁶
Total hours	120-122

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic for veterans and persons 25 years of age or older.

³The same discipline may not be used to satisfy the requirements in more than one area.

⁴These courses may be taken outside the School in mathematics or within it in subject areas such as econometrics, electronic data processing, statistics, or quantitative analysis. Only mathematics taken may count toward II-A or II-B.

⁵Must be taken outside the School of Business and Economics.

⁶Requirements differ with concentration selected; no sequence requires as many as 57 semester hours. The maximum number of hours permitted in School of Business and Economics includes courses in business administration, business education, and economics. No more than 42 semester hours may be taken in any one disciplinary area within the School, and courses cross-listed with other fields (e.g., Business Administration and Psychology 534 or Economics and History 517) must be counted toward the maximum permissible hours regardless of the course designation under which credit is received. Quantitative methods courses taken within the School must be counted as part of the permissible maximum.

BACHELOR OF SCIENCE—SCHOOL OF BUSINESS AND ECONOMICS (Certification Sequences Only)

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. One year of physical education activities ²	0-2
C. One approved course in spoken English ¹	0-3

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic for veterans and persons 25 years of age or older.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

II. A. Approved work in the general areas of knowledge ¹	
Humanities	9
Natural science and mathematics	6-8
Social and behavioral sciences	6
B. Additional approved work, exclusive of the major, in any one, all or combination of the above areas, or in elementary or intermediate foreign language .	
12	
C. Work taken in satisfaction of II-A or II-B above must include: approved mathematics or quantitative methods ² —12 semester hours; and approved social or behavioral science other than economics or business administration—9 semester hours.	
III. Free elective courses	
18 or more ³	
IV. Major concentration and further requirements	
Courses within the School of Business	
and Economics	27-67 ⁴
Total hours	120-126

Transfers

The School of Business and Economics receives a large number of transfer students who began their education at another institution prior to coming to U.N.C.-G. Since most of the courses in the major are taken during the junior and senior years, transferring students often complete their programs without extending their total stay in college beyond the usual four years. It is, however, a great advantage to take certain basic courses during the first two years of study, whether these are taken here or at another college. Students who are considering transferring to programs in the School of Business and Economics should consult with the departments in which they expect to major as early as possible in order to avoid unnecessary delays in completing degrees. Students at institutions which offer only two years of work (community or junior colleges) should be aware that all business and economics courses taken may not be accepted in transfer. As a general guide, courses taught mainly to freshmen and

¹The same discipline may not be used to satisfy the requirements in more than one area.

²These courses may be taken outside the School in mathematics or within it in subject areas such as econometrics, electronic data processing, statistics, or quantitative analysis. Only mathematics taken may count toward II-A or II-B.

³Must be taken outside the School of Business and Economics. Where outside courses must be taken to meet certification or accreditation requirements, electives may be used for this purpose.

⁴Requirements differ with concentration selected. For students completing a 120 or 122 semester hour program, the maximum number of hours permitted in School of Business and Economics courses (business administration, business education, and economics) is 60. No more than 45 semester hours may be taken in any one disciplinary area within the School, and courses cross-listed with other areas (e.g., Business Administration and Psychology 534 or Economics and History 517) must be counted toward the maximum permissible hours regardless of the course designation under which credit is received. Quantitative methods courses taken within the School must be counted as part of the permissible maximum.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

sophomores here will be accepted in transfer from accredited two-year colleges. These are courses with numbers *below 300* in the course listings. Courses which are numbered *300 and above* are intended for juniors and seniors, and courses having the same or similar names at two-year institutions will not be considered their equivalent for transfer purposes, although elective credit or the waiver of certain major requirements may at times be possible on the basis of courses of this nature taken at two-year colleges.

Graduate Study

The School of Business and Economics offers curricula leading to the Master of Arts degree with a major in Economics, the Master of Science in Business Administration degree, and the Master of Science in Business Education degree. Day and evening classes in these degree programs are available during the regular academic year and in the summer session.

Undergraduate students who are academically able and highly motivated should consider the possibility of graduate study and plan for it. All of the graduate degree programs offered within the School require a firm undergraduate foundation, including a number of specified courses in the major field of study and related areas. This foundation can be acquired through proper selection of courses during the undergraduate degree program, thus making possible completion of a master's degree through approximately one calendar year of full-time study beyond the bachelor's level. Prospective graduate students may also acquire the necessary background after completion of their undergraduate programs, and many who majored in areas outside business or economics do so. More time is required to complete a master's program if the required background work was not taken while an undergraduate. Completion of graduate degrees through either full-time or part-time study is possible.

For detailed descriptions of graduate programs, please see the *Bulletin* of the Graduate School.

Structure

The School of Business and Economics contains three Departments. These are: Administration and Management Science, Business and Distributive Education, and Economics. Courses are listed under these departmental designations.

THE SCHOOL OF EDUCATION

ROBERT M. O'KANE, Dean

Professors BRUBAKER, EDINGER, FRANKLIN, GOLDMAN, KARMEL, MCCOOK, MAHONEY, NELSON, O'KANE, RUSSELL, SHARMA, MACDONALD, PURPEL; Associate Professors BRYSON, CLARK, FUNK, HAGOOD, JOHNSON, LEE, WELLER; Assistant Professors BOMAR,

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

BOURDON, BOWLES, BUSCH, HAGAMAN, HUNTER, JONES, MENGERT, MOLEND, OSBORNE, PEDEN, PHILLIPS, SAPP; Instructors DAY, HANEY, KELLY, MITCHELL, RHAME; Lecturers PARROTT, SAUNDERS.

TEACHER EDUCATION PROGRAM

The teacher education program in elementary education is under the direction of the School of Education. The curriculum and sequence of courses are described in the requirements for the interdepartmental major in the Bachelor of Arts degree. Teacher education programs in the liberal arts fields for secondary teachers are directed jointly by the department in which the student majors and the School of Education. The sequence of professional education courses should be carefully noted and followed in working out the total program in teacher education. For students preparing to teach in the high school, not more than 15 hours of education may be credited toward the Bachelor of Arts degree. For students preparing to teach in the elementary grades, 21 hours of education may be credited towards the Bachelor of Arts degree.

CERTIFICATION

Students who complete the total program in teacher education, who meet all requirements and standards pertaining to academic and professional preparation as required by the respective departments, and who are certified by the appropriate departments involved as fully competent to carry on the work of a classroom teacher will be recommended by the University for a teaching certificate.

To be certified in North Carolina, the student must meet the specific state requirements for certification which include taking both common and teaching area parts of the National Teacher Examination.

CLINICAL EXPERIENCES

Clinical experiences, which include student teaching, will involve teacher education students in taking increasing teaching responsibility in any of a variety of cooperating urban, suburban, and rural, public and independent schools. Assignments are usually made to schools within commuting distance to the University, although it is sometimes possible to plan clinical experiences in cooperation with other universities and school systems at substantial distances from the University. Teacher education students are not subject to special fees but are individually responsible for expenses incurred in the clinical experience phase.

Admission to Professional Semester. A student who is scheduled for the professional semester including student teaching in the School of Education must make application between January 15 and February 15 of the year before the teaching is to be done. Application is made through the

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

office of the Director of Clinical Experiences. Assignments will be made after the application has been approved and the applicant has satisfactorily met all prerequisites. The prerequisites in the School of Education are (1) grade point average of 2.0 in the total University record; (2) health clearance; (3) speech clearance; (4) recommendation from the school or department in which the student is doing his major work.

COURSES FOR UNDERGRADUATES

Elementary Education: Early Childhood Certification

S.H.

Professional Course Program in Early Childhood Education

Psychology 221 ¹	General Psychology	3
Education 346	Instructional Media for Children	3
Education 381	The Institution of Education	3
Home Economics 302	Child Development. Development of the young child in the home (observation in the Nursery School required)	3
Home Economics 532	Nursery School Education	3
Drama 596	Creative Dramatics for School and Community	3
Professional Semester: Senior Year		
Ed. 430	Psychological Foundations of Education	3
Ed. 443	Teaching Practices and Curriculum in Reading and the Other Language Arts	3
Ed. 444	Teaching Practices and Curriculum in Social Studies, Mathematics, and Science	3
Ed. 463	Student Teaching and Seminar	6
		<hr/> 33

Elementary Education: Intermediate Certification

S.H.

Professional Course Program in Intermediate Certification

Psychology 221 ¹	General Psychology	3
Education 346	Instructional Media for Children	3
Education 381	The Institution of Education	3
Professional Semester: Senior Year		
Ed. 430	Psychological Foundations of Education	3
Ed. 443	Teaching Practices and Curriculum in Reading and the Other Language Arts	3
Ed. 444	Teaching Practices and Curriculum in Social Studies, Mathematics, and Science	3
Ed. 463	Student Teaching and Seminar	6
		<hr/> 24

¹May be satisfied by Psychology 223.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

The organization of the professional semester in both programs provides for the prescription center in which the needs of the students are determined and for a variety of studios which offer individualized experiences designed to develop a set of skills and a body of knowledge appropriate for teachers-to-be. These studios are interactive with each other and with the clinical experience.

Secondary Education

S.H.

Professional Course Program in Secondary Education

Psychology 221	General Psychology ¹	3
Education 381	The Institution of Education	3
Block Schedule ² :		
Ed. 450	Psychological Foundations of Education—The Secondary Pupil	3
Ed. 45x	Teaching Practices and Curriculum	3
Ed. 465	Student Teaching and Seminar	6
		<hr/> 18

¹May be satisfied by Psychology 223.

²During the first half of the block semester, the student may take a course in his major field or an elective provided that course follows the block schedule.

SCHOOL OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

ETHEL M. LAWOTHER, Dean

Professors BERLIN, HENNIS, LAWOTHER, McGEE, MOOMAW, SOL-
LEDER, ULRICH; Associate Professors BARRETT, LEONARD, Mc-
KINNEY, PLEASANTS, UMSTEAD; Assistant Professors ANDREASEN,
GALLOWAY, GREENE, LOEFFLER, RILEY, WARREN, WHITE,
WHITTLE; Instructors GASKIN, HEIMERER, HIELSCHER, LAIN,
PORTER, RINK, RUSSELL, ST. PIERRE, SWIGGETT; Artist in Resi-
dence LEVINOFF; Part-time Instructors ALLEY, PIGGOTT, HUBBARD,
TRIGG.

The School of Health, Physical Education, and Recreation offers graduate and undergraduate courses leading to the Bachelor's, Master's, and Doctor's degrees.

The School offers eight areas of concentration which are organized to meet specialized interest of students and the requirements of state and national accrediting agencies in professional education in Health Education, Physical Education, and Recreation. The eight sequences within the School

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

are: Physical Education—Teacher Education, Dance Education, Recreation, Adapted Physical Education (or Pre-Physical Therapy), School Health Education, Community Health Education, Physical Education without Teacher Certification. The Bachelor of Fine Arts degree is offered with a major in Dance.

In cooperation with the Department of Sociology and Anthropology, the School offers work leading to the Bachelor of Arts degree in Recreation. For further information, see page 123.

Graduate work is offered leading to the Master of Fine Arts degree with a graduate major in Dance, the Master of Education degree with a major in Physical Education, the Master of Education degree with a major in Health Education, the Master of Science degree in Physical Education, and the Doctor of Education degree with a major in Physical Education.

BACHELOR OF SCIENCE WITH MAJOR IN PHYSICAL EDUCATION— TEACHER EDUCATION

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. Physical Education 111, 112	2
II. A. Approved work in the general areas of knowledge ²	
Humanities	9
Natural science and mathematics	6-8
Biology 101, 102 (3), (3)	
Social and behavioral sciences	6
Psychology 221 (3)	
B. Additional approved work	12
Biology 271, 277 (4), (4)	
III. Free elective courses	24
Education 381, 450 (3), (3)	
Speech (0-3)	
IV. Major concentration and further requirements	
Physical Education 109-110, 113, 114, 209-210,	
211, 212, 213, 214, 215, 216, 351, 359, 360, 376,	
449, 460, 461, 462, 464, 465, 468, 469, 470	45
Related areas	7
Health 101 (3)	
Health 236 (1)	
Biology 575 (3)	
Electives in physical education or cognate areas ..	9
Total hours	122-125

¹Subject to exemption by proficiency test.

²The same discipline may not be used to satisfy the requirements in more than one area.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

BACHELOR OF SCIENCE WITH MAJOR IN PHYSICAL EDUCATION (Without Teacher Certification)

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. Physical Education 111, 112	2
II. A. Approved work in the general areas of knowledge ²	
Humanities	9
Natural science and mathematics	6-8
Biology 101, 102 (3), (3)	
Social and behavioral sciences	6
B. Additional approved work	12
Biology 271, 277 (4), (4)	
III. Free elective courses	24
IV. Major concentration and further requirements ³	
Physical Education 109-110, 113, 114, 209-210,	
211, 212, 213, 214, 241, 351, 359, 376, 390, 449,	
475, 480, 490, 551, 563	36
Related areas	10
Health 101 (3)	
Health 236 (1)	
Psychology 427, 442 (3), (3)	
Professional electives	14
Approved electives in physical education or	
cognate areas	
Total hours	122-124

¹Subject to exemption by proficiency test.

²The same discipline may not be used to satisfy the requirements in more than one area.

³Alternate course selections may be made with adviser's and Dean's approval.

BACHELOR OF SCIENCE WITH MAJOR IN DANCE EDUCATION

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. Physical Education 111, 112 ²	2
II. A. Approved work in the general areas of knowledge ³	
Humanities	9
Recommend art, philosophy, music, or drama	
Natural science and mathematics	6-8
Biology 101, 102 (3), (3)	
Social and behavioral sciences	6
Psychology 221 (3)	
B. Additional approved work	12
Biology 271, 277 (4), (4)	

¹Subject to exemption by proficiency test.

²The course content for the dance major is different from that for the physical education major. Other activities are included.

³The same discipline may not be used to satisfy the requirements in more than one area.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

III. Free elective courses	24
Education 381, 450 (3), (3)	
Speech (0-3)	
IV. Major concentration and further requirements	
Physical Education 211 ¹ , 212 ¹ , 215, 216, 250	
(repeated 4 times), 345, 346, 348, 351, 354,	
355, 356, 376, 449, 460, 461, 462, 469, 470, 475 ...	46
Related areas	7
Health 101 (3)	
Health 236 (1)	
Biology 575 (3)	
Professional electives	7
Approved electives in physical education, dance,	
health, or cognate areas	
Total hours	122-124

¹The course content for the dance major is different from that for the physical education major. Other activities are included.

BACHELOR OF SCIENCE WITH MAJOR IN RECREATION

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. One year of physical education activities ²	0-2
II. A. Approved work in the general areas of knowledge ³	
Humanities	9
Natural science and mathematics	6-8
Biology 101, 102 (3), (3)	
Social and behavioral sciences	6
Select from sociology, anthropology, psychology	
B. Additional approved work	14
Select from economics, political science,	
psychology, history, Biology 271, 277	
III. Free elective courses	24
IV. Major concentration and further requirements ⁴	
Physical Education 211, 212, 241, 334, 337/336,	
338, 339, 340, 342, 344, 351, 390, 475, 490,	
530, 552, 553	36
Related areas	10
Health 101, 334 (3), (3)	
Health 236 (1)	
Sociology 561 (3)	

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic for veterans and persons 25 years of age or older.

³The same discipline may not be used to satisfy the requirements in more than one area.

⁴Alternate course selection may be made with permission of adviser or Dean.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

Electives in cognate areas 14

Suggested: drama, art, music, dance, physical
education, health, sociology, psychology

Total hours 122-125

BACHELOR OF SCIENCE WITH MAJOR IN ADAPTED PHYSICAL EDUCATION (pre-physical therapy)

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. Physical Education 111, 112	2
II. A. Approved work in the general areas of knowledge ²	
Humanities	9
Natural science and mathematics	6-8
Biology 101, 102 (3), (3)	
Social and behavioral sciences	6
Psychology 221 (3)	
Elective from psychology, sociology, anthropology	
B. Additional approved work	14
Biology 271, 277 (4), (4)	
III. Free elective courses	24
Physics 101-102 (4)-(4)	
IV. Major concentration and further requirements ³	
Physical Education 103, 106, 109-110, 215, 216,	
351, 376, 381, 390, 449, 464, 465, 468, 476, 490,	
511, 557, 571	40
Related areas	9
Health 101, 338 (3), (3)	
Biology 575 (3)	
Professional electives	11
Approved electives in cognate areas	
Total hours	122-125

¹Subject to exemption by proficiency test.

²The same discipline may not be used to satisfy the requirements in more than one area.

³Alternate course selections may be made with adviser's and Dean's approval.

BACHELOR OF SCIENCE WITH MAJOR IN SCHOOL HEALTH EDUCATION

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. One year of physical education activities ²	0-2
II. A. Approved work in the general areas of knowledge ³	
Humanities	9
English 102 or literature (3)	

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic for veterans and persons 25 years of age or older.

³The same discipline may not be used to satisfy the requirements in more than one area.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Natural science and mathematics	6
Biology 101, 102 (3), (3)	
Social and behavioral sciences	6
Psychology 221 (3)	
B. Additional approved work	14
Biology 271, 277 (4), (4)	
III. Free elective courses	24
Speech (0-3)	
Education 381, 450 (3), (3)	
History or other approved (3), (3)	
Sociology 211 (3)	
IV. Major concentration and further requirements ¹	
Health 101/301, 327/334, 330, 338, 361, 367/467,	
520, 540	24
Physical Education 460, 461, 462, 464, 468, 476,	
physical education activities	17
Related areas	12
Psychology 447 (3)	
Home Economics 213 (3)	
Sociology/anthropology (3)	
Anthropology/economics (3)	
Professional electives	6-9
Approved electives in health education or	
cognate areas	
Total hours	120-126

¹Alternate course selections may be made with adviser's and Dean's approval.

BACHELOR OF SCIENCE WITH MAJOR IN COMMUNITY HEALTH EDUCATION

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. One year of physical education activities ²	0-2
II. A. Approved work in the general areas of knowledge ³	
Humanities	9
English 102 or literature (3)	
Natural science and mathematics	6
Biology 101, 102 (3), (3)	
Social and behavioral sciences	6
B. Additional approved work	14
Biology 271, 277 (4), (4)	

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic for veterans and persons 25 years of age or older.

³The same discipline may not be used to satisfy the requirements in more than one area.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

III. Free elective courses	24
Speech (0-3)	
History or other approved (3), (3)	
Education 381, 560 (3), (3)	
IV. Major concentration and further requirements ¹	
Health 101/301, 327, 330, 338, 340, 347, 361,	
367/467, 405, 428, 520, 540	38
Related areas	20
Psychology 221, 447 (3), (3)	
Home Economics 213 (3)	
Physical education (2)	
Sociology 543/327/339/211 (9)	
Professional electives	3-6
Approved electives in health education or cognate areas	
Total hours	120-125

¹Alternate course selections may be made with adviser's and Dean's approval.

BACHELOR OF FINE ARTS WITH MAJOR IN DANCE

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. Physical Education 111, 112 ²	2
II. A. Approved work in the general areas of knowledge ³	
Humanities	9
English literature (3)	
Philosophy 322, recommended (3)	
Elective (3)	
Natural Science and Mathematics	6
Biology 101, 102 (3), (3)	
Social and Behavioral Sciences	6
Anthropology 212 (3)	
B. Additional approved work	12
III. Free elective courses	24
IV. Major concentration and further requirements	
Physical Education 211 ² , 212 ² , 250, 336, 345, 346,	
348, 349, 354, 355, 356, 475, 522, 523, 529	38
Related areas	22
Art 140 (4)	
Music 207 (3)	
Drama and Speech 251, 252, 211, (3), (3), (3)	
Electives in cognate areas (6)	

¹Subject to exemption by proficiency test.

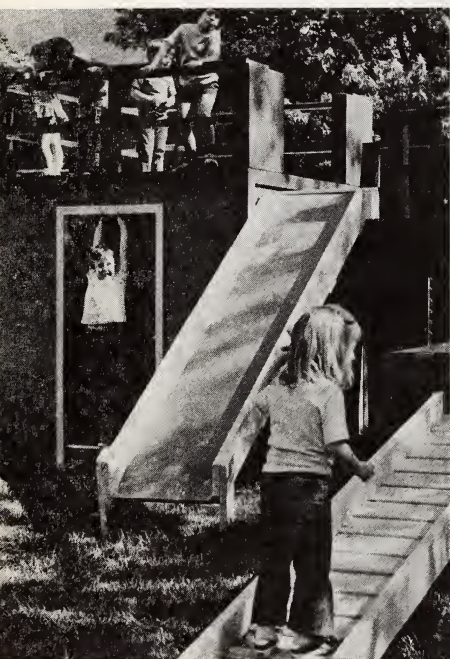
²The practicum for the dance major is different from that for the Physical Education major. Other activities are included.

³The same discipline may not be used to satisfy the requirements in more than one area.

THE SCHOOL OF HOME ECONOMICS

NAOMI G. ALBANESE, Dean

Professors ALBANESE, CANADAY, CROW, KEENEY, KEISTER, KLEMER, MAGEE, RIDDER, SALVIN; Associate Professors CASILLY, CHAMPOUX, DEEMER, JOHNSON, LOWE, WATSON, WHITE; Assistant Professors BUCHANAN, DICKEY, EDWARDS, FRANCIS, FRANCK, FRITZ, MILLER, SMITH; Instructors ARTZ, FREEDMAN, GARNER, SINGLETARY, SUMNER, TROGDON, WAGONER, WILLIAMS, WILSON, WOLF; Research Instructors HOLMES, KIVETT, SHOFFNER; Lecturers CLARK, KROELINGER; Research Technician WADE.



The subject-matter areas of home economics include child development, foods and nutrition, interior design, clothing and textiles, and home economics education. The home economics education area offers three options, teacher education, consumer services, and communication arts. The foods and nutrition area offers options in business and community services, related sciences, and food service management.

The general education requirements of this program include courses in the humanities, the biological, physical, and social sciences.

The specialized curricula in home economics may lead to many careers and professions, including public school and college teaching, research, extension service, nursery school education, public health nutrition, hospital dietetics, food service, merchandising, interior design, business, and communications.

Courses listed "For Advanced Undergraduates and Graduates" may be taken for graduate credit, provided an additional problem, equivalent to one semester hour of work, is approved by the instructor and satisfactorily completed.

Before being admitted to candidacy for the Master's and Doctor's degree in home economics, the student must have received a Bachelor's degree in home economics or in a related field from an accredited college or university. See the Graduate School Catalog.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

The minimum requirement for the Bachelor of Science in Home Economics Degree is the completion of 122 semester hours with a 2.0 quality point ratio (see p. 146). The requirements for the different majors are:

BACHELOR OF SCIENCE IN HOME ECONOMICS WITH MAJOR IN FOODS AND NUTRITION

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. One year of physical education activities ²	0-2
II. A. Approved work in the general areas of knowledge ³	
Humanities	9
Natural science and mathematics	8
Chemistry 111, 111L, 114, 114L (3), (1), (3), (1)	
Social and behavioral sciences ⁴	6
Economics and/or sociology or anthropology	
B. Additional approved work	12
Biology 101, 102 (3), (3)	
Electives ⁵ (6)	
III. Free elective courses	18-24 ⁶
IV. Major concentration and further requirements	
Core requirements for all options	
Home Economics 105, 205, 212, 213, 341, 446	15
Option 1, Business and Community Services: Home	
Economics 103, 223, 303, 503, 515, 583, 593, 533 or	
Economics 536 ⁷	21
Home economics electives	5
Related areas	17
English 102 (3)	
Biology 277, 535, 581 (4), (3), (3)	
Chemistry 205 (4)	
Option 2, Related Sciences: Home Economics 103,	
223, 303, 503, 573, 593	16
Related areas	28
English 102 (3)	
Biology 277, 535, 545, 581 (4), (3), (1), (3)	
Chemistry 205, 231 (4), (4)	
Mathematics 110, 112 ⁸ (3), (3)	

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic for veterans and persons 25 years of age or older.

³The same discipline may not be used to satisfy the requirements in more than one area.

⁴Economics 211 will be taken in Option 1 to satisfy 3 semester hours credit.

⁵Psychology 221 (3 semester hours credit) will be taken as one elective under Option 1 and Option 3.

⁶Hours in free elective courses for Option 1, 24; Option 2, 23; Option 3, 18.

⁷If Economics 536 is used to satisfy the general University requirements, these 3 hours may be used for an appropriate elective in the major.

⁸For students with sufficient high school preparation in basic mathematics, Mathematics 121 (3 semester hours credit) may be substituted for Mathematics 110 and 112, and the other 3 hours may be used for an appropriate elective in the major.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Option 3, Food Service Management¹: Home

Economics 103, 223, 303, 503, 509, 519, 520,	
549, 573, 593	26
Related areas	23
English 102 (3)	
Biology 277, 535, 581 (4), (3), (3)	
Chemistry 205 (4)	
Education, methods or principles (3)	
Psychology 532 or 535 (3)	
Total hours	122

¹Students electing this option will qualify for a therapeutic and administrative dietetic internship approved by the American Dietetic Association.

BACHELOR OF SCIENCE IN HOME ECONOMICS WITH MAJOR IN HOME ECONOMICS EDUCATION

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. One year of physical education activities ²	0-2
II. A. Approved work in the general areas of knowledge ³	
Humanities	9
⁴ English 201, 202, 211, 251, or 252 (3)	
Intermediate foreign language	
Philosophy	
Natural science and mathematics	6-8
⁴ Chemistry 111, 111L, 112, 112L or 114,	
114L (3), (1), (3), (1)	
or Psychology 223 (4) or Mathematics (3)	
Social and behavioral sciences	6
Economics 211 (3)	
Sociology 211 (3)	
B. Additional approved work	12-13
⁴ Biology 101, 102 (3), (3)	
Physics 305 (4)	
⁴ History 101, 102, 107, 108, 109, or 110	
III. Free elective courses	16-24 ⁵
IV. Major concentration and further requirements	
Core requirements for all options	
Home Economics 105, 205, 212, 213, 341, 446	15

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic for veterans and persons 25 years of age or older.

³The same discipline may not be used to satisfy the requirements in more than one area.

⁴Required for Option 1 to fulfill State certification requirements.

⁵Hours in free elective courses for Option 1, 12-14; Option 2, 22-29; Option 3, 18-26.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

- Option 1, Teacher Education: Home Economics 101**
 or 121, 103, 301 or 311, 302, 303, 311, 357, 405, 467,
 500, 508, 515 35
 Related areas 18-19
 English 102 (3)
 Art 140 or 190 (4) or (3)
 Mathematics 301 (3)
 Psychology 221 (3)
 Education 381, 450 (3), (3)
- Option 2, Consumer Services: Home Economics**
 101 or 121, 103, 303, 357, 515, 535, 583 20
 Home economics electives above Grade II 12
 Related areas 12-13
 English 102 (3)
 Drama Speech 341 (3)
 Economics 536 (3)
 Art 140 or 190 (4) or (3)
- Option 3, Communication Arts: Home Economics**
 101 or 121, 103, 303, 500, 515, 583,
 597 or Education 560 20-21
 Home economics electives above Grade II 6
 Related areas 21-22
 Drama Speech 111, 341, 391, 531 (3), (3), (3), (3)
 English 102, 219, 319 (3), (1), (2)
 Art 140 or 190 (4) or (3)

BACHELOR OF SCIENCE IN HOME ECONOMICS WITH MAJOR IN CHILD DEVELOPMENT

- | | <i>Credits</i> |
|--|----------------|
| I. A. One course in English composition ¹ | 0-3 |
| B. One year of physical education activities ² | 0-2 |
| II. A. Approved work in the general areas of knowledge ³ | |
| Humanities | 9 |
| Natural science and mathematics | 6 |
| Biology 101, 102 (3), (3) | |
| Social and behavioral sciences | 6 |
| Select from anthropology, sociology, political
science, economics | |
| B. Additional approved work | 12 |
| Psychology 221 (3) | |
| Geography (3) | |
| Mathematics (3) | |
| History (3) | |
| III. Free elective courses | 24 |

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic for veterans and persons 25 years of age or older.

³The same discipline may not be used to satisfy the requirements in more than one area.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

IV. Major concentration and further requirements

Home Economics 103, 105, 205, 212, 213, 302, 341, 412, 446, 462, 522, 532, 542, 552	38
Related areas	19
Education 346 (3)	
English 102 (3)	
Physical Education 551 (3)	
Psychology electives (6)	
Electives (4)	

Total hours

122

BACHELOR OF SCIENCE IN HOME ECONOMICS WITH MAJOR IN INTERIOR DESIGN

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. One year of physical education activities ²	0-2
II. A. Approved work in the general areas of knowledge ³	
Humanities	9
Art 105 (3)	
Philosophy 111 or 221 (3)	
English literature (3)	
Natural science and mathematics	6-7
Biology (3)	
Elective from chemistry, geography, mathematics, psychology (3-4)	
Social and behavioral sciences	6
Economics 211 or 325 (3)	
Sociology 211 or 101 (3)	
B. Additional approved work	12
Western civilization courses (6)	
Electives from political science, anthropology, psychology, geography (3), (3)	
III. Free elective courses	24
IV. Major concentration and further requirements	
Home Economics 105, 205, 212, 213, 305, 341, 345, 446, 500, 534, 535, 536, 546, 555, 575, 595	40
Home economics electives	3-4
Related areas	16
Art 140 (4)	
Art electives, 9 semester hours of which must be in laboratory courses (12)	

Total hours

122

NOTE: Students seeking Affiliate Membership in AID should elect 7-8 semester hours in professional courses.

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic for veterans and persons 25 years of age or older.

³The same discipline may not be used to satisfy the requirements in more than one area.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

BACHELOR OF SCIENCE IN HOME ECONOMICS WITH MAJOR IN CLOTHING AND TEXTILES

	<i>Credit</i>
I. A. One course in English composition ¹	0-3
B. One year of physical education activities ²	0-2
II. A. Approved work in the general areas of knowledge ³	
Humanities	9
Art 105 (3)	
Natural science and mathematics	6-8
Select from chemistry, biology, mathematics, or psychology	
Textile option majors should schedule Chemistry 111, 111L, 114, 114L (3), (1), (3), (1)	
Social and behavioral sciences	6
Sociology 211 (3)	
Economics 211 (3)	
B. Additional approved work	12
History (Western Civilizations) (6)	
Courses in humanities, natural science, social science, or foreign language	
III. Free elective courses	24
IV. Major concentration and further requirements	
Core requirements for both options:	
Home Economics 105, 205, 212, 213, 341, 446	15
Option A, Clothing and Fashion Merchandising:	
Home Economics 101 or 121, 301, 311, 461 or 551, 504, 514, 561, 571	24
Home economics or cognate courses	7-11
Related areas	10-14
English 102 or approved course (3)	
Art 140 (4)	
One art course (3) or (4)	
Psychology 221 or 223 (3) or (4)	
Option B, Textiles: Home Economics 101 or 121, 301, 514, 524, 541, 561	18
Home economics or cognate courses	5-10
Related areas	17-20
English 102 (3)	
Art 140 (4)	
Chemistry 205 or 351, 352, 354 (4-7)	
Mathematics (6)	
Total hours	122

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic for veterans and persons 25 years of age or older.

³The same discipline may not be used to satisfy the requirements in more than one area.

THE HOME ECONOMICS FOUNDATION

The Home Economics Foundation was incorporated in July, 1946, with headquarters at the University of North Carolina at Greensboro, North Carolina. The corporation is a charitable, nonprofit, and educational organization, having no capital stock. Its members shall include such individuals, firms, and corporations as shall meet the terms and conditions for membership as are prescribed from time to time by the by-laws of the corporation. The management of the corporation and its properties shall be vested in a Board of Directors, which shall have full power and authority to act.

The purposes of the Home Economics Foundation are to: (1) aid and promote through financial assistance and other means all types of education, both undergraduate and graduate, and research in home economics in order that the School of Home Economics at the University of North Carolina at Greensboro may serve the people, the homes, the institutions, and the industries of North Carolina with maximum values at minimum costs in money, time, and labor. This contribution will include foods and nutrition, clothing and textiles, housing and furnishings, child development and family relations, interior design and home management, home economics education, and food service management; (2) enable the School of Home Economics to develop a strong teaching and research program through helping to secure and keep an outstanding and highly trained faculty; (3) enable the School of Home Economics to offer short service courses, forums, and conferences on various subjects of home economics; (4) enable the school of Home Economics to publish and distribute bulletins and reports of research and studies on various subjects of home economics; (5) enable the School of Home Economics to sponsor various projects for improving the home, industrial, and institutional life of this state.

All funds contributed to the Foundation will be used for the purchase of special and additional equipment and teaching materials, for the supplementing of salaries of professors, instructors, and research fellows, and for the publication and distribution of papers, bulletins, and books, all in the interest of the development and service of the School of Home Economics in the University of North Carolina at Greensboro to the people, homes, and industries of North Carolina and the South. All funds solicited and collected for the Foundation will be applied as the donor requests insofar as is consistent with the program adopted.

The officers of the Foundation are: Marion Follin, Greensboro, President; Vice-Presidents, Michael Weaver, Max Hovis, Greensboro; Secretary, Mrs. W. S. Jones, Greensboro; Treasurer, Henry L. Ferguson, Jr., Greensboro.

INSTITUTE FOR CHILD AND FAMILY DEVELOPMENT

The Institute for Child and Family Development was established by the Trustees of the University of North Carolina in 1959 with an initial grant from the Home Economics Foundation of the University.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

The Institute has two ongoing objectives: The first is to stimulate and coordinate interdisciplinary research in human behavior and development. The second is to sponsor innovative University and community services which reflect both the results of these research efforts and existing knowledge in the behavioral sciences.

The Institute's Director, Dr. Evalyn F. Segal, also holds an appointment as Professor in the Department of Psychology. Assistant Director, Dr. Robert J. Jones, is also an Assistant Professor in the School of Education. Dr. Mary Elizabeth Keister, a Research Associate of the Institute, is also Lecturer in the School of Home Economics.

These full-time staff members are advised in policy matters by the Institute's Governing Board which includes: the Chancellor, the Vice Chancellor for Academic Affairs; the Vice Chancellor of the Graduate School; the Dean of the College of Arts and Sciences; the Deans of the Schools of Education, Health, Physical Education and Recreation, and Nursing; the Heads of the Departments of Biology and Psychology, and the Area of Child Development and Family Relations in the School of Home Economics; a member of the Department of Drama and Speech, and a member of the Department of Sociology and Anthropology.

The Institute currently houses two research/demonstration projects which are partially supported by the University and partially by outside grants and contracts: *Demonstration Project: Group Care of Infants*—partially supported by the the University Special Projects Funds of the North Carolina Department of Social Services and by the Appalachian Regional Commission, and directed by Dr. Mary Elizabeth Keister. *Experimental Kindergarten/Children's Laboratory*—partially supported by the National Science Foundation and the Research Council of the University, and directed by Dr. Evalyn F. Segal. Dr. Aaron J. Brownstein, Professor in the Department of Psychology, is Co-Director of the second project.

In 1971 an Institute Faculty was formed, which meets monthly to share information on current research within the University on human behavior and development, and to identify research problems requiring interdisciplinary cooperation. The Faculty consists of representatives of the following schools and departments: Art, Biology, Drama and Speech, Education, Health, Physical Education and Recreation, Home Economics, Mathematics, Music, Nursing, Physics, Psychology, and Sociology and Anthropology.

SCHOOL OF MUSIC

LAWRENCE HART, Dean

Professors COWLING, COX, ERICOURT, FARROW, FRED, HART, P. MORGAN, SANDER, WEHNER; Associate Professors DARNELL, DICKIESON, ESKEY, GARIGLIO, HUNKINS, JARRETT, I. MORGAN; Assistant Professors BASS, HEDDEN, KIORPES, LYNAM, McIVER, MOSKOVITZ, STANFORD; Instructors BAIR, FLOOD, HAMMOND, JONES, KOHL, LOCKWOOD, McCLELLAND, PETERS, STEWART, WILLIAMS.

The School of Music is a full member of the National Association of Schools of Music. The requirements for entrance and graduation as set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music.

The undergraduate curricula offered by the School of Music are designed to provide performance skills as well as broad knowledge of music theory, literature and interpretation. The comprehensive nature of the music degree requires four years of music study. Course loads for music students are necessarily somewhat restrictive, since the student must complete both academic and professional requirements.

Performance auditions are required for acceptance as a music major and for approval of the major or principal area for study in applied music. Auditions should be arranged in advance through the School of Music. Taped auditions are acceptable if distance requires. Theory and composition majors should be prepared to submit scores of completed compositions if these are available. Students whose musical preparation and experience are considered inadequate as foundation for these programs will be advised to seek another major. Acceptance into the University will not assure acceptance in the music major.

The music major will follow a curriculum leading to the bachelor's degree in one of the following areas:

1. Bachelor of Music with a major in general music education. Provides preparation for positions as choral director or as a teacher of general music; principal applied area usually voice, piano, or organ.
2. Bachelor of Music with a major in instrumental music education. Provides preparation for positions as instrumental director; principal applied area in orchestral or band instruments.

Students in the above areas will complete requirements for teacher certification as listed in the catalog under Teacher Education. Advanced study beyond these degrees normally leads to the Master of Music in music education; qualified students may undertake advanced study in applied music.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

3. Bachelor of Music with a major in applied music. Provides a four-year concentration in one area of performance, either voice or instruments.
4. Bachelor of Music with a major in composition-theory. Provides special training in composition, together with substantial theoretical preparation. Students will be expected to demonstrate proficiency in at least one performance area for acceptance; further study in applied music will be advised according to individual needs.

The degrees in applied music and in composition-theory allow more latitude in the selection of electives than the music education sequences. The major in applied music includes pedagogical training which will prepare the graduate for private teaching. Advanced study beyond these degrees normally leads to the Master of Music in applied music, or to the Master of Fine Arts in composition.

5. The Bachelor of Arts degree with a major in music provides a somewhat flexible combination of professional training and general studies. Students are advised to consider the Bachelor of Arts in music only on the specific recommendation of the music faculty.

Satisfaction of requirements in applied music for *all music degrees* is based on proficiency level, measured by departmental examination. Students who do not meet proficiency requirements at any level will be required additional study in the applied subject.

REQUIREMENTS FOR BACHELOR'S DEGREE IN MUSIC BACHELOR OF ARTS WITH MAJOR IN MUSIC

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. One year of physical education activities ²	0-2
II. A. Approved work in the general areas of knowledge ³	
Humanities	9
Music courses will not be accepted in this area.	
Natural science and mathematics	6-8
Social and behavioral sciences	6
B. Additional approved work	12
Foreign language through 104. Majors in applied voice will include French 105-106 and German 105-106.	
III. Free elective courses (not to include music)	24

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic for veterans and persons 25 years of age or older.

³The same discipline may not be used to satisfy the requirements in more than one area.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

IV. Major concentration and further requirements

Core requirements for all concentrations	40
Music 101, 102, 142, 201, 202, 331, 332, 508	
Large performance organizations	
Music 162 and/or music electives	
Music 90, 91 without credit each semester	
Concentration in Applied Music, in addition to core: ..	16
Major applied (to include one hour of 451)	
Music 400	
Concentration in Theory, in addition to core:	15
Applied music (10 cr.)	
Music 303, 507	
Concentration in Music History, in addition to core: ..	18
Applied music (10 cr.)	
Music 303	
One course in music literature at 500 level	

Total hours

120-125

BACHELOR OF MUSIC

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. One year of physical education activities ²	0-2
II. A. Approved work in the general areas of knowledge ^{3, 4}	
Humanities	9
Music courses will not be accepted in this area.	
Natural science and mathematics	6-8
Social and behavioral sciences	6
B. Additional approved work	12
III. Free elective courses and/or certification requirements	15-24
IV. Major concentration and further requirements	
Core requirements for all majors	32
Theory: Music 101, 102, 201, 202, 508	
History and Literature: Music 142, 331, 332	
Applied Music: Music 162 to satisfy keyboard proficiency	
Major in an Applied Instrument, in addition to core: ..	40-43
Theory: Music 303	
History and Literature: Literature for the instrument as advised	

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic for veterans and persons 25 years of age or older.

³The same discipline may not be used to satisfy the requirements in more than one area.

⁴In order to meet certification requirements, the student must include Psychology 221, Education 381 and 450; at least one course in literature, history, mathematics, natural science, and health; and two courses in anthropology, economics, geography, political science, or sociology.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

Applied Music: Major applied, 22 hours
including 3 credits in 451; 400; 196 or
equivalent courses, 2 hours

Music 365, 366 (piano major); 372 or 319,
419 (organ and other instrumental majors)

Major in Applied Voice, in addition to core: 37-42

History and Literature: 2-3 hours from

Music 511, 513, 514, 521, and/or 541

Applied Music: Voice, 22 hours including
3 credits in 451; Music 170, 319, 375,
400, 419

12 hours in French and/or German under
II-B above; it is expected that these
hours will be taken in French 105-106
and German 105-106 unless the
student's proficiency indicates a
higher level.

Major in Composition-Theory, in addition to core: 41

Theory: Music 303

History and Literature: Music 531;
additional courses as advised

Applied Music: Composition, 18 hours;
secondary applied as advised,
minimum 4 hours; Music 400

Conducting and Score Reading:
Music 372, 539, and 451, 7 hours

Major in General Music Education¹, in addition to core: 38-42

Theory: Music 303

Music Education: Music 161, 164, 166, 265,
372, 319 and/or 419, 363, 464, 465;
219 (keyboard principals)

Applied Music: Principal instrument or voice,
15 hours including at least 3 credits
in 351; 170; 171a or 171b (voice
principals)

Major in Instrumental Music Education¹,

in addition to core: 38-42

Theory: Music 303; 563 or 566

Music Education: Music 161, 163, 164, 166,
219, 265, 372, 319 or 419, 367, 465

Applied Music: Principal instrument,
15 hours including at least 3 credits
in 351; 196, 2 hours

Total hours 122-133

¹In order to meet certification requirements, the student must include Psychology 221, Education 381 and 450 at least one course in literature, history, mathematics, natural science, and health; and two courses in anthropology, economics, geography, political science, or sociology.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

For Master's and Doctor's degree requirements, see the Graduate School Catalog.

For further information about degree requirements, call or write the Dean of the School of Music.

SCHOOL OF NURSING

ELOISE R. LEWIS, Dean

Professor LEWIS; Associate Professor MOORE; Assistant Professors BOETTE, BROWNING, CAMPBELL, HOLLAND, JONES, KLEMER, LANDON, REED, SMALL, TETREAULT, TURNER; Laboratory Assistant EDDY.

The School of Nursing offers an undergraduate curriculum with the study of nursing placed at the upper division level. The curriculum leads to the degree of Bachelor of Science.

PHILOSOPHY

The University of North Carolina at Greensboro School of Nursing faculty sets forth the tenets upon which the objectives and curriculum of the school are based.

We believe in the dignity and worth of man and his capacity for self-actualization.

We conceive education to be a positive and vital force for human betterment that enables persons to adapt to an everchanging society.

Nursing is an element of society that focuses upon the health needs of the individual and through the individual to a larger community. The involvement of the professional practitioner of nursing requires a capacity for independent and interdisciplinary functioning. Competence in professional nursing can best be achieved in an institution of higher learning that provides a combination of experiences in the humanities, the natural and social sciences, and nursing.

PURPOSE

The purpose of the University of North Carolina at Greensboro School of Nursing is to provide for excellence of educational opportunity by adherence to the principles of this philosophy and by the competence and dedication of its faculty in preparing students to practice and to advance professional nursing.

OBJECTIVES

The University of North Carolina at Greensboro School of Nursing faculty assumes the responsibility for developing, implementing, and

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

auditing a curriculum within the stated philosophy and purpose. The faculty shall provide the combination of experiences that will:

1. Encourage the student to combine concepts from the humanities, sciences, and life into a coherent conception of nursing.
2. Encourage the student to combine developing skills from the humanities, sciences, and life with skills that are basic to nursing.
3. Foster maturity and self-direction to prepare the student for independent and interdisciplinary functioning in nursing.

The program offered by the School of Nursing is accredited by the North Carolina Board of Nursing and the National League for Nursing. The School of Nursing is an agency member of the National League for Nursing in the NLN Council of Baccalaureate and Higher Degree Programs.

A student applying for admission by transfer must fulfill the same requirements as any other transfer student. Eligibility to enter the nursing major as a junior depends on the satisfactory completion of the prerequisite courses and the discretion of the faculty of the School of Nursing.

Registered nurses are considered for admission to the program on the same basis as any other undergraduate. Transfer credit for courses taken while matriculated at a college or university is considered on an individual basis by the Office of Admissions. When the registered nurse has completed the prerequisite academic work and is ready to enter the professional major, she may earn up to 20 credit hours for selected courses by Special Examination. The length of time required to complete the program varies with each individual.

Requirements for the degree of Bachelor of Science are:

BACHELOR OF SCIENCE WITH A MAJOR IN NURSING

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. One year of physical education activities ²	0-2
II. A. Approved work in the general areas of knowledge ³	
Humanities	9
Natural science and mathematics	8
Physical science (8)	
Social and behavioral sciences	6
Psychology 221 (3)	
Sociology 211 (3)	

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic for veterans and persons 25 years of age or older.

³The same discipline may not be used to satisfy the requirements in more than one area.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

B. Additional approved work	13
Biology 271, 277, 381 (3), (4), (3)	
Sociology 355 (3)	
III. Free elective courses	24
If student's background is not sufficient for moving into Biology 271 and 277, Biology 101, 102 will be placed here.	
IV. Major concentration and further requirements	56
School of Nursing courses (53)	
Growth and development (3)	
Total hours	120-125

In cooperation with the Appalachian State University, students may take the required first two years of the nursing program at Appalachian. Students in this program who qualify for admission as transfer students are assured of a place in the major in nursing at the University of North Carolina at Greensboro.

SPECIAL PROGRAMS

The following special programs are offered by the College and Schools.

TEACHER EDUCATION PROGRAMS

Teacher education programs are designed for persons who wish to qualify for certification as public school teachers. Students enrolled in the various teacher education programs combine academic study with professional study. The professional study component will include University-based courses and clinical field experiences.

The curriculum and sequence of courses in the teacher education programs are described in the requirements for the following degrees: the Bachelor of Arts, the Bachelor of Science, the Bachelor of Science in Home Economics, the Bachelor of Music, the Bachelor of Fine Arts, and in the section entitled Education beginning on page 96.

A speech screening test is required of all students in teacher education. A speech deficiency must be removed prior to application for student teaching.

All students must make formal application for admission to teacher education programs in the School of Education after the completion of 60 semester hours of course work. Medical clearance, quality point ratio of 1.7, and recommendation of the adviser will be required for admission to teacher education. To be eligible to enroll in the professional semester, including student teaching, the student must have speech clearance, at least a 2.0 quality point ratio, and approval of the department in which the student is majoring.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

In addition to general education courses required for a degree, the following courses are required for students seeking teacher certification:

<i>Courses</i>	<i>S.H.</i>
Health 101 or 301	3
Mathematics (if math is not used to satisfy science requirement)	3
Social science (one course from two of the following fields (above Grade I): anthropology, economics, geography, political science, sociology)	6
Psychology 221	3

See School of Education for requirements of teacher education programs, page 96.

INTERDEPARTMENTAL MAJORS

Interdepartmental majors are offered in the following areas: elementary education, including intermediate and early childhood certification, and recreation.

An interdepartmental major includes work in two or three departments. When in two departments, not less than 15 hours nor more than 21 shall be offered in one subject, the minimum total to be 36 hours above Grade I. When in three departments, not less than 9 hours in a subject shall be offered toward the major, the minimum total to be 42 hours.

Requirements for these interdepartmental majors are listed on the following pages. Additional information will be furnished upon request.

Major in Elementary Education

The Interdepartmental Major in Education leads to Intermediate Certificate (Grade 4-9) or Early Childhood Certificate (K-3). The requirements for the Intermediate Certificate are:

<i>Courses</i>	<i>S.H.</i>
English 101 ¹	0- 3
Humanities	9
Physical Education	0- 2
Foreign language (or Intermediate Proficiency)	0- 6
History, U.S.	3
Biology 101	3
Mathematics 301, 302 (or 110, 112)	6
Chemistry 306	4
Physics 305	4

¹For exceptionally well qualified students, this requirement can be waived by examination.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Health 101 or 301	3
Physical Education 341	3
Art 190, 363	6
Music 361	3
Geography (one physical and one non-physical)	6
Political Science	3
Psychology 221 ¹	3
Speech (if required)	0- 3
*Academic concentration	18
Electives	13
Education 346, 381, 430, 443, 444, 463	21
<hr/>	
Total minimum requirements	122

*For an Intermediate Certificate students must develop an academic concentration of 18 s.h. above Grade I in one of the following areas: English, foreign language, history, mathematics, science, social studies, language arts, unified arts.

¹May be satisfied with credit in Psychology 223.



REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

Major in Early Childhood Education

Courses are the same for the Early Childhood Certificate (K-3) with one exception. Students develop the following concentration:

<i>Courses</i>	<i>S.H.</i>
Home Economics 302	3
Home Economics 532	3
Drama and Speech 596	3
Electives	9
	<hr/>
	18

Major in Recreation

An interdepartmental major in Recreation leading to a Bachelor of Arts degree is offered by the Department of Sociology and Anthropology and the School of Health, Physical Education, and Recreation.

A committee composed of one member from the Department and the School administers the program. A student will be admitted to this major only after approval by the Department and the School. The following is the curriculum:

	<i>Credits</i>
I. A. One course in English composition ¹	0-3
B. One year of physical education activities ²	0-2
C. Foreign language proficiency through the intermediate level, or two courses	0-6
II. A. Approved work in the general areas of knowledge exclusive of the major. ³	
Humanities	9
Natural science and mathematics	6-8
Social and behavioral sciences	6
B. Additional approved work, exclusive of the department and area of the major, in each of the other above areas (i.e., at least one of the four courses must be taken in each of the two areas). ³ .	12
III. Free elective courses	24

¹Subject to exemption by proficiency test.

²Subject to exemption by proficiency test; automatic for veterans and persons 25 years of age or older.

³The same discipline may not be used to satisfy the requirements in more than one area.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

IV. Major concentration and further requirements

Physical Education 241, 334, 336 or 337, 338 ¹ , 339, 340 ¹ , 342, 343 ¹ , 344 ¹	16
Sociology 211, 355, 482, 543, 572, elective	18
Related areas	19
Anthropology 212 (3)	
Art 336 (3)	
Drama and Speech 529, 391 or 596 (3), (3)	
Economics 211 (3)	
Health 236 (1)	
Political Science 322 (3)	
Total hours	120-123

Summer Experience: Between the sophomore and junior years, a student will be expected to have a playground or camp counseling experience, approved by the committee administering the Recreation major. During the summer between his junior and senior years, the committee will work out a summer experience suited to the student's particular range of interests.

¹The following substitutions may be made:

Physical Education 359, 360 for 344 and 340.
Physical Education 469, 470 for 338 and 343.

CONCENTRATION IN SOCIAL WELFARE

The Department of Sociology and Anthropology has developed a planned program of courses for undergraduate students who wish to be prepared to enter positions in social work upon completion of the bachelor's degree and/or who wish to enter graduate schools of social work.

In addition, students entering other human service professions or wishing to strengthen their work in the liberal arts may elect parts of the sequence. However, Social Work as a Profession (Soc. 482) and The Seminar with Field Experience (Soc. 483) may be taken only by those planning to complete the social welfare program.

A statement of successful completion of the social welfare concentration will appear upon the transcript of all students who fulfill the University requirements for the Bachelor of Arts degree and the departmental requirements for the concentration in social welfare.

The concentration in social welfare meets the standards established by the Council on Social Work Education in which the University holds membership.

Students electing this concentration must meet the minimum requirements for the degree of Bachelor of Arts, must satisfy major requirements, and complete the following courses:

<i>Courses</i>	<i>S.H.</i>
Social Welfare as a Social Institution (Soc. 481)	3
Social Work as a Profession (Soc. 482)	
Includes field experience in community agencies	4

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

Seminar with Field Experience (Soc. 483)	3
Economics	3-6
Political Science	3-6
Psychology	6

Specific courses in economics, political science, and psychology and additional courses in sociology will be selected in consultation with the student's faculty adviser. In addition to these courses, normally taken in the junior and senior years, students are encouraged to take Introduction to Sociology (Soc. 211) and Introduction to Anthropology (Anthr. 212) as freshmen or sophomores, and Sociology of Deviant Behavior (Soc. 222) as sophomores.

For further information, students should consult the Head of the Department of Sociology and Anthropology.

THE INTERNATIONAL STUDIES PROGRAM

An International Studies Program for Juniors and Seniors with an average of 2.7 or better was approved in the Fall of 1962. This program is directed primarily to students in the various social sciences and foreign language departments and is designed for those interested in acquiring an understanding of world affairs.

The International Studies Program does not contemplate a separate department or degree but instead supplements the existing departmental major programs. Upon successful completion of the program the student's academic record will show under the designation for "Major" the following: "..... (major) and International Studies," *e.g.*, "Economics and International Studies." In most instances the requirements of the program can be met by fulfilling departmental requirements plus approved electives.

Direction of the Program

The International Studies Program is directed by the Committee on International Studies whose members are drawn from the School of Business and Economics and the Departments of Geography, German and Russian, History, Political Science, Romance Languages, and Sociology and Anthropology. This committee, acting in conjunction with the chairmen of the major departments concerned, advises the student participants; it also directs the Senior Seminar.

Requirements of the Program

The International Studies Program requires a student to: (1) meet the basic requirements of the University and major department; (2) take at least six courses from selected list of courses in the School of Business and Economics and Departments of Geography, German and Russian,

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

History, Political Science, Romance Languages, and Sociology and Anthropology. One of these courses must be International Politics, and two of these courses must be taken outside the student's major department; (3) attend the Special Lecture Series and other events scheduled for this program; (4) satisfactorily complete the Senior Seminar in International Studies.

It is possible to integrate an Asian, or a Latin American, or a Russian concentration into the International Studies Program. More detailed information may be obtained from the Committee on International Studies or from department heads.

ASIAN STUDIES

Students who desire depth of understanding in Asian problems may take courses in the departments of Art, Geography, History, Political Science, and Sociology and Anthropology. Special study relative to Asia may also be developed in these departments in connection with the Honors Program.

Recognition is given to the importance of Asia and to the necessity of all students understanding how Asians live, think, and feel. Documentary films, exhibitions, and concerts are scheduled each year.

For further details interested students may obtain information from the Committee on Asian Studies or department heads.

LATIN AMERICAN STUDIES

Students interested in Latin American Studies should refer to page 243 in the Description of Courses section of this catalog.

RUSSIAN STUDIES

Students wishing to study about Russia and the Soviet Union may elect courses in economics, geography, history, political science, and Russian language and literature. Special courses and honors work are also offered and supplementary films and lectures are given. Some leading American universities offer summer programs of study and travel in the USSR in which interested students may participate. Further details may be obtained from department heads.

HONORS WORK

A comprehensive program of Honors Work for students of high promise and with superior records was established in 1962. The purposes of the program are to discover gifted students and to make available to them as much of the benefit of a liberal education as their capacities and educated interests permit. Recognizing that a university's program as a whole reflects the capacities and interests of the average student, Honors

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

Work seeks to provide the better students with additional stimulus to full growth.

Although students who achieve the distinction of being designated as Honors Students continue to enroll in regular courses with their classmates, a proportion of their scholastic program is composed of special sections and seminars.

The Honors Program also makes special efforts to interest Honors Students in preparing for graduate work with a view to earning advanced degrees after obtaining the Bachelor's degree, and to encourage them to consider careers in college teaching.

Requirements for Admission to the Program

The program is under the general supervision of an Honors Council, composed of members of the faculty appointed by the Chancellor and students selected by those in the program. The Council determines the standards of eligibility for participation and makes the program available to freshman students the second semester. Students are considered eligible if their scholastic average is 3.0 or above and if they have been recommended by a faculty member for participation. For seniors, a prerequisite for participation is a minimum average of 3.5 in courses in the student's major and 3.0 in all other courses which carry credit for graduation. All candidates are subject to approval of the Honors Council.

Students designated as eligible for participation in the honors program may elect to enter the program or not, as they choose. Provision is to be made for ready entry into the program at the beginning of both the sophomore and the junior years, to permit participation by students whose capacities were not at first recognized and to permit subsequent entry to students who originally declined to take part. A provision allowing entry as late as the beginning of the junior or senior year permits highly qualified transfer students to avail themselves of this plan. Withdrawal from the program is possible for students who feel that they do not wish to continue.

Available Programs

Freshman students are invited into the program the second semester on the basis of recommendation by faculty members and their academic records. The freshman program consists of a tutorial program in which



UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

three to five students explore a selected theme with a faculty member. One credit hour is granted for the tutorial. The sophomore program consists of a one-credit-hour interdisciplinary seminar devoted to intensive consideration of a theme that cuts across departmental lines. Tutorials are also available the first semester of the sophomore year. During the second semester a student may engage in independent study or participate in a student planned seminar for one hour credit.

In the junior year the program consists of a broad six-hour interdisciplinary seminar. Here the student is confronted with topics relating to significant attempts of the human mind to understand itself and the human situation. At this point, the student must be sufficiently mature to make the expenditure of time and energy and the sacrifice of lesser distractions which this opportunity necessarily requires.

Honors thesis work in the senior year (for which the Junior Seminar shall be a prerequisite) replaces six hours of class work, three each semester. One semester is devoted to intensive reading and research covering a broad area of the student's major, followed by an honors examination. The other semester is devoted to the writing of an honors essay, to a creative project, or to an experimental project, depending upon the nature of the student's material. A director guides and assists the student in correlating the two phases of the honors program. Credits earned in the major field through honors work are included in the total hours required for majoring in that field; however, an honors student in the B.A. course may take for credit the six hours of honors work in addition to the maximum allowed in the major subject. The honors candidate shall not be permitted to enroll for more than thirteen hours in addition to the honors work in either semester. With the permission of the head of the department and the instructor concerned, the student may be excused from any course examination in a major subject in the second semester.

There are two alternatives to the thesis course for senior honors students. The seminar provides the opportunity for qualified students to study in a group oriented atmosphere with the amount of intense and rigorous discipline implied at the senior level. Three hours credit is granted each semester for the seminar. The senior honors tutorial enables qualified students to pursue a tutor-scholar investigation at the senior level. Reports and/or papers are required. Three hours credit is granted each semester for the tutorial.

A senior honors student may enroll in 600 level (graduate) courses subject to the approval of the head of the department in which he is majoring and of the head of the department in which the course is being offered; this approval must also be countersigned by the Dean of Academic Advising.

JUNIOR YEAR ABROAD

A qualified sophomore in good standing and with sufficient language training may, if conditions permit, spend his junior year abroad under the

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

auspices of an approved group or at an acceptably accredited institution. The group must be recognized by the Council on Junior Year Abroad or the Committee on Junior Year Abroad of the Institute of International Education. Residence, whenever possible, is with a family in the host country.

Study abroad is carefully supervised by faculty members of the sponsoring group, who, upon proof of satisfactory work, will recommend 30 semester hours of credit for one year of work. At times, examinations upon return may be required.

Interested students should consult with the Dean of Academic Advising.

THE RESIDENTIAL COLLEGE

WARREN ASHBY, Director

The University has established The Residential College to provide students an academic and social unity with an interdisciplinary course of study in a residential setting. Each year approximately 110 freshmen are admitted to The Residential College.

All students who have been admitted to the University automatically qualify for application to The Residential College. Those accepted at the College live in a dormitory with a limited number of sophomores and upperclassmen. They are joined by a faculty member and his wife who reside in the College and by the faculty of the College who have offices in the residence hall.

The College is a two-year program. The first year course of study meets University requirements in humanities, social science, and English composition. The course consists of lectures, small classes, discussion seminars, and special events within the residence hall. All other courses, normally 6 hours, are taken in the University outside the College.

The second year builds upon the historical and contemporary emphases with special seminars in the humanities, social science, and natural science. The student is also expected to do independent work related to the seminars or other work of the College. As in the first year, the second-year program includes considerable involvement with the arts.

Residential College students are full members of the University and are expected and encouraged to participate in the life of the University.

PREPROFESSIONAL STUDY

Premedical Program

The premedical program is based upon the assumption that a broad liberal education is the best possible background for later professional work. A student may complete the requirements for the Bachelor of Arts degree and fulfill the requirements for entrance into medical college by

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

majoring in any field. Premedical students are advised to take two sciences in their freshman year, depending upon their choice of a major field. For example, those students planning to major in chemistry should take chemistry and mathematics; a biology major should take biology and chemistry; and a physics major should take physics and mathematics. A student majoring in areas other than those sciences should also take two sciences in his freshman year. Elective subjects should be chosen in careful consultation with the adviser and with a view to a well-balanced program in the social sciences and the humanities, as well as the physical and biological sciences. The Faculty Committee on Preprofessional Education in Medicine has the responsibility for developing the broad outlines of the premedical program on this campus.

Pre-Engineering Curriculum

A two-year pre-engineering curriculum is offered. The program is planned for students who may transfer to North Carolina State University at Raleigh. The program is as follows:

FRESHMAN YEAR

1ST SEMESTER		2ND SEMESTER	
<i>Courses</i>	<i>S.H.</i>	<i>Courses</i>	<i>S.H.</i>
English 101 ¹	3	English 102 ¹	3
Chemistry 111, 111L	4	Chemistry 114, 114L	4
Mathematics 191	3	Mathematics 292	3
Economics 211	3	Economics 212	3
History: ¹		History: ¹	
Grade I or Grade II	3	Grade I or Grade II	3
Physical education	1	Physical education	1
<hr/>		<hr/>	
17		17	

SOPHOMORE YEAR

1ST SEMESTER		2ND SEMESTER	
<i>Courses</i>	<i>S.H.</i>	<i>Courses</i>	<i>S.H.</i>
Mathematics 293	3	Mathematics 390	3
English 201, 202, 211, 212, 251, or 252	3	Physics 292	4
Physics 191	4	Elective	9 or 10
Art 222	2	<hr/>	
Elective	3 or 4	16 or 17	
<hr/>			
15 or 16			

Campus adviser for this curriculum is Dr. C. H. Vanselow, Room 318 Science Building, Telephone 379-5139.

¹For exceptionally well qualified students, this requirement can be waived by examination.

REQUIREMENTS FOR DEGREES AND SPECIAL PROGRAMS

Preprofessional Program in Pharmacy

Students desiring a Bachelor of Science in Pharmacy degree may follow a prepharmacy curriculum at UNC-G before transferring to a school of pharmacy.

The B.S. in Pharmacy degree at the University of North Carolina at Chapel Hill requires five years for completion, the last three years of which must be taken at Chapel Hill. Transfer students may follow either a 1-4 program, spending one year at UNC-G and four years at Chapel Hill, or a 2-3 program. Freshman students in the prepharmacy program will take the following courses:

Chemistry 111, 111L, 114, 114L
Mathematics—2 semesters
English 101, 102
Social Science—2 semesters
Biology 101, 102
Physical Education—2 semesters

Further information may be obtained either from the Director of Admissions or from the faculty member who is designated as the special adviser to students interested in pharmacy. Students should consult the adviser before registering for the freshman year.

A student planning to attend another school of pharmacy should obtain information about the requirements of that school.

Preprofessional Program in Physical Therapy

A sequence of courses has been planned for students who are preparing themselves for professional education in physical therapy. Students' programs can be planned so that they will meet the requirements for admission to the Department of Physical Therapy in the School of Medicine, University of North Carolina, Chapel Hill, N. C., or other schools of physical therapy.

A member of the faculty will advise students interested in the preprofessional programs in physical therapy. Students should see the adviser before registering for the freshman year.

Prelegal Program

Students who plan to prepare for law school may select their major in any field, although a sound grounding in the liberal arts is regarded as very helpful. Law schools do not generally require that applicants for admission present college credit in any specified subjects. Students are selected primarily on the basis of their college records, material furnished in their application for admission, and their score on the Law School Admission Test. A prelegal adviser will counsel interested students.

REQUIREMENTS FOR GRADUATE DEGREES

See the Graduate School Catalog.

THE HISTORY OF THE
CITY OF BOSTON

The city of Boston, situated on a neck of land between the harbor and the bay, has a history of more than three centuries. It was first settled by a few Englishmen in 1630, and has since that time grown to be one of the most important cities in the United States. The city is bounded on the north by the harbor, on the east by the bay, and on the south and west by the city of Cambridge. The city is divided into several wards, and each ward is further divided into streets and blocks. The city is also divided into several districts, each of which has its own local government. The city is governed by a mayor and a city council, and is subject to the laws of the Commonwealth of Massachusetts. The city has a long and illustrious history, and has played a prominent part in the history of the United States. It was the site of the first settlement of Englishmen in North America, and it was here that the first colony was founded. It was also the site of the first battle of the American Revolution, and it was here that the first declaration of independence was made. The city has since that time been a center of commerce and industry, and it has played a leading part in the development of the United States. The city is now one of the most important cities in the world, and it is a source of pride and honor to all who love their country.



PART IX

Academic Regulations

IX. ACADEMIC REGULATIONS

ADMINISTRATION

ACADEMIC ADVISING

The Dean of Academic Advising coordinates the academic advising services available to students. Members of the faculty serve in the Dean's office so that academic advisers are always available to advise students. In addition, selected members of the faculty serve as faculty advisers to small groups of freshmen and sophomores, and the deans of schools and heads of departments advise the juniors and seniors majoring in their particular schools and departments. Thus each student has available to him throughout his college course a faculty member, acquainted with his needs and interests, from whom he may seek assistance in academic matters.

Academic Appeals Committee

The Academic Appeals Committee appointed from the faculty gives advice, counsel, or clarification to the Dean of Academic Advising concerning academic regulations and degree requirements that have been established by faculty action. This committee also considers special and meritorious requests for the waiver of academic regulations stated in the University Catalog for which committee consideration is needed.

The Counseling and Testing Center

The Counseling and Testing Center offers both vocational counseling and personal counseling to individual students.

Student Responsibility

Each student is responsible for the proper completion of his academic program, based on the requirements stated in the University Catalog. His faculty adviser is available for counsel, but the responsibility remains with the student.

REGISTRATION

ORIENTATION OF NEW STUDENTS

An orientation program for new students is planned prior to registration to provide effective advising and registration. Additional activities are planned throughout the first semester to aid new students in becoming adjusted to university life as quickly as possible.

ACADEMIC REGULATIONS

REGISTRATION AND PREREGISTRATION DATES

Registration dates are given in the Calendar on page 3 of this catalog. Students will be notified by campus mail the hour they should report to the gymnasium to begin registration. All students who register for classes after the regularly scheduled dates have passed will be charged a late registration fee of \$5.

On the date of preregistration indicated in the Calendar (page 3 of this catalog), each continuing student shall present to the Registrar a copy of his program of study for the coming year. This program must have the official endorsement of the student's faculty adviser.



COURSE LOAD

Undergraduates normally carry 15 or 16 semester hours per semester plus physical education. They may not take less than 12 nor more than 18 semester hours per semester plus physical education except with the approval of the Dean of Academic Advising. Students who have cumulative quality point ratios of 3.0 may, in special circumstances, be authorized at the discretion of the Dean of Academic Advising to carry a maximum of 19 or 20 hours of course work.

CREDITS

Credits for all courses are reported in semester hours. A semester of credit is one 50-minute period of recitation per week or its equivalent throughout one semester. No student may receive credit in any course for which he has not officially registered. Students are required to register and pay all course fees on appointed days. Failure to do so will result in forfeiture of registration and credits.

CHANGE IN COURSE

At any time during the semester prior to Reading Day a student may elect to drop a course. If the instructor reports that the student is not failing, the student may drop the course without penalty.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

The period of time during which a student may drop a course without penalty regardless of his standing shall be four weeks.

After the one-week add period at the beginning of each semester, students may add a course if they receive the approval of the Dean of Academic Advising and the instructor of the course. Unusual circumstances must be demonstrated.

See the Calendar on page 3 of this catalog for deadline dates.

AUDITING A COURSE

Regular students may audit a course upon the written approval of the instructor and the faculty adviser, and they must register officially for the course. Attendance, preparation, and participation in the classroom discussion and laboratory exercises shall be at the discretion of the instructor. Auditors are not required to take examinations and tests and receive no credit. No student may change his registration from audit to credit or from credit to audit after the date of changing courses as stated in the Calendar on page 3 of this catalog.

WITHDRAWAL OF UNDERGRADUATE FROM THE UNIVERSITY

A student who voluntarily withdraws from the University during the academic year shall arrange official withdrawal with the Dean of Academic Advising. An unmarried student under eighteen must present evidence from his parent or guardian approving the withdrawal.

If the withdrawal occurs within the first four weeks of a semester, the semester will not be counted as a semester in residence. The grades shall be recorded as "W's" and shall not be used in computing the student's quality point ratio.

If the withdrawal occurs after the first four weeks of a semester, the semester will be counted as a semester in residence. The grades shall be recorded as "WF's" and shall be used in computing the student's quality point ratio. Exceptions to the regulation may be made upon the recommendation of the University Physician, the Counseling and Testing Center, the Dean of Men, the Dean of Women, or the Dean of Academic Advising when circumstances exist which are beyond the student's control.

The student's fee account may be adjusted by the Refund Committee. See page 37 for policy.

CLASSIFICATION

Students working toward a bachelor's degree must have earned the following minimum semester hours of credit (exclusive of required physical education) for the classification indicated: seniors, 84; juniors, 51; sophomores, 24. They must also have removed all entrance deficiencies.

ACADEMIC REGULATIONS

Those meeting entrance requirements and taking college courses for credit but not with the intent of earning a degree are designated *unclassified students*. Those mature students who submit satisfactory records of education and experience but who do not wish to work for a degree because of irregularities in qualifications or because of personal objectives are designated *special students*. Special students will not receive college credit. Further information may be found on page 21.

ENTRANCE DEFICIENCIES

A student permitted to enter the University with high school entrance deficiencies must remove them before he can be classified as a sophomore.

Deficiencies may be removed in the following ways: (1) Any deficiency may be removed by passing a proficiency examination administered by the University; (2) or by completing the course in an approved high school or through the Extension Division of the University of North Carolina; (3) or by completing the appropriate college level course in the area of deficiency.

COURSE WORK

GRADES AND QUALITY POINTS

The University uses a credit-quality point system of grading for undergraduates. Semester credits represent the number of course hours completed. Quality point ratios are determined by the semester hours attempted and grades earned; for each hour of A, 4 quality points; for each hour of B, 3; for each hour of C, 2; for each hour of D, 1; and for each hour of F, 0.

The course grade is not based on the examination alone but also on the quality of the student's classroom work and written work throughout the semester.

A—Excellent. A indicates achievement of distinction. It involves excellence in several if not all of the following aspects of the work:

- Completeness and accuracy of knowledge
- Intelligent use of knowledge
- Independence of work
- Originality

B—Good. B indicates general achievement superior to the acceptable standard defined as C. It involves excellence in some aspects of the work, as indicated in the definition of A.

C—Average. C indicates the acceptable standard for graduation from the University. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

reasonable amount of time, effort, and attention. Such acceptable standards should include the following factors:

- Familiarity with the content of the course
- Familiarity with the methods of study of the course
- Full participation in the work of the class
- Ability to write about the subject in intelligible English

D—Lowest passing grade. D indicates work which falls below the acceptable standard defined as C but which is of sufficient quality and quantity to be counted in the hours of graduation if balanced by superior work in other courses.

F—Failure. Indicates failure that may not be made up except by repeating the course.

Inc—Incomplete. Inc indicates that the completion of some part of the work for the course has been deferred because of the prolonged illness of the student or because of some other serious circumstances beyond the control of the student. Concomitantly with the recording of an Incomplete grade, the instructor also files with the head of the school or department concerned, with the Registrar, and with the Dean of Academic Advising the student's average grade and the specific work which must be accomplished before the Incomplete is removed. Also, Incomplete grades may be given by the University Physician, the Counseling and Testing Center, or by the Dean of Academic Advising.



(a) *How removed.*

An Inc may be removed by the completion of the deferred work.

(b) *When removed.*

An Inc received in a course in the regular session or in summer school must be removed within six weeks after the beginning of the student's next semester. An Inc on a course taken in summer school at another college will be considered an F unless the student has removed the Inc prior to his next registration at the University.

(c) *Grade received after removal.* When an Inc is removed, it may be replaced by A, B, C, D, F, P, or NP. An Inc which has not been removed within the time limit specified under (b) automatically becomes an F or NP.

ACADEMIC REGULATIONS

"P" or "NP" (Pass/Not Pass)—Each undergraduate student may elect to be evaluated on a "Pass/Not Pass" scale in one course each semester with a maximum of eight courses being allowed for the degree. When a student reaches senior standing, he may place more than one course on Pass/Not Pass each semester provided he does not exceed the total of eight courses for his entire undergraduate program. A student may place one course on Pass/Not Pass each summer term. One semester credit hour courses graded exclusively on "P/NP" are exempt from this limitation. "Pass" is the equivalent of "A," "B," "C," or "D," as described previously. The credit earned under the "Pass/Not Pass" evaluation will count toward hours for graduation, but these credits and grades will not be used in computing a student's cumulative grade point average.

In his major field, a student must be evaluated on a minimum of 24 semester hours on the "A," "B," "C," "D," "F," grading scale. Approval of the election of the "Pass/Not Pass" grading practice in any given course in the major must be granted by the department head.

The decision to be evaluated on a "Pass/Not Pass" basis should be declared at registration and must be declared by the end of the first four weeks of instruction. No declaration for P/NP may be withdrawn after the last date for making P/NP declaration. Instructors will be informed of those students who are to be evaluated on the "Pass/Not Pass" scale. Final grades will be reported to the Registrar as "P" or "NP" for students having elected this option.

W—Withdrawal. W indicates either that the student withdrew from the course within the period permitted for withdrawal without penalty or that his withdrawal after the period was without penalty.

WF—Withdrawal-Failure. WF indicates that the student withdrew at a time when he was not passing the course.

WN—Withdrawal Not Passing. WN indicates the student dropped a P/NP course when he was not passing the course. A course with this grade will count as one of the eight P/NP options allowed for a degree.

Aud—Aud-NC-Audited/Audited. Aud indicates that the student registered for the course as an auditor and not for credit.

A grade report of each student's work is mailed to his parent or guardian at the end of each semester, and a similar report is sent to each student at the end of the fall semester.

CONTINUING IN THE UNIVERSITY

In addition to the requirements listed elsewhere in this bulletin, a student who is making normal progress toward a degree passes at least 15 hours of work each semester with a quality point ratio of at least 2.0.

During the first semester of enrollment a student enrolled for 12 or more semester hours must pass a minimum of 6 hours. Thereafter, he must

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

pass a minimum of 9 hours. A student who is enrolled for less than 12 hours must pass at least half of the work in order to continue. No student may carry less than 12 hours in a semester unless he is approved as a part-time student by the Dean of Academic Advising.

In addition to passing the number of hours specified above, a student must meet the following quality point ratios to continue his enrollment:

<i>To enter the indicated semester</i>	<i>Quality point ratio on hours undertaken</i>
Third	1.3
Fifth	1.5
Seventh	1.7
Ninth	1.9

A student admitted as a part-time student must have a 1.3 average on hours undertaken by the time he has attained sophomore standing; a 1.5 average by the time he has attained junior standing; and a 1.7 average by the time he has attained senior standing.

An exception to these minimum cumulative grade point averages will be made in that no student will be suspended at the end of the regular semester in which his grade point average was at least 2.2 on a minimum of 12 semester hours of work.

A student is eligible to continue to work on an undergraduate degree until he has accrued 10 semesters of full-time college enrollment (exclusive of summer sessions) or until he has attempted 168 hours, whichever comes first.

A student whose quality point ratio at the end of the fall semester is lower than that required to enter the succeeding year shall be placed on scholastic probation to make the required average. Students placed on summer school probation to raise their quality point averages in order to be eligible to return in the fall will be required to meet these terms by attendance in the Summer Session at this institution.

The quality point ratio is calculated by dividing the accumulated number of quality points earned by the accumulated number of semester hours undertaken within the University (not semester hours passed). However, no more hours of "F" than hours of credit for a course will be used in ascertaining the quality point ratio. Required physical education activity courses, courses for which a grade of "Pass/Not Pass" is recorded, and courses transferred from an institution other than the University of North Carolina are not included in the quality point ratio.

The University reserves the right to deny the enrollment of a student even though he has met the above minimum quality point ratios if it is apparent from his academic progress in required courses that he will not be able to meet the graduation requirements.

ACADEMIC REGULATIONS

Each student is expected to be aware at all times of his academic status and to be responsible for knowing whether or not he is on scholastic probation.

REMOVAL OF ACADEMIC SUSPENSION

After at least a semester of academic suspension for failure to meet the minimum requirements of hours passed or grade point average, a student may be readmitted by meeting the minimum requirements at summer sessions at The University of North Carolina at Greensboro, or by completing correspondence courses at any campus of the University of North Carolina, which may be taken at any time during the year. If a student attends another institution after academic suspension, he may be readmitted provided he achieves a "C" average and presents a minimum of 24 hours of transferable credit from that institution. After readmission he must then meet the minimum quality point ratio requirements on all hours attempted at The University of North Carolina at Greensboro as previously defined.

DEAN'S LIST

All students carrying 12 or more hours of course work graded on an A, B, C, D, F basis are eligible for the Dean's List. The list is made up at the end of each semester, and the basis of selection for it is the quality point ratio attained in the semester. The Dean's List includes the upper 8% of the freshman class, upper 10% of the sophomore class, and upper 12% of the junior and senior classes respectively. When the range of the highest 8%, 10%, or 12%, of the given class has been determined, all students in that class whose quality point ratio falls within that range will be placed on the Dean's List even though the number is greater than the allotted percentage for that class. Suitable recognition is accorded the recipients of this honor.

SUMMER SESSION CREDITS

Approval to be a visiting student at another college to have the credits transferred here for degree credit is to be obtained from the Dean of Academic Advising. Students on scholastic probation must attend summer school at UNC-G to remove themselves from probation.

Students not registered during the spring semester but who plan to work for a degree here must have their summer session registration approved by the Director of Admissions.

Normally a student will take two courses, each carrying three semester hours credit. A maximum course load for a 5½ week term is seven semester hours except that, when a student has a cumulative average of 3.0 or above, nine hours may be taken with the approval of the Dean of Academic Advising. The maximum number of hours which may be earned during two 5½ week terms shall be fifteen.

TRANSFER CREDIT

See "Admission of Transfer Students" (page 23) for admissions requirements. The University at Greensboro accepts the accreditation of the North Carolina State Department of Public Instruction for colleges in the State. Colleges and universities outside of North Carolina must have accreditation of the appropriate regional accrediting agency for transfer credit to be accepted unconditionally. Credit for work done at a nonaccredited institution will be held in abeyance until the student has done one year of satisfactory work at the University. (The term "satisfactory" is defined as meeting the requirements stated in the catalog under the heading "Continuing in the University.") Below average grades in particular courses at the University will be considered just cause for denying transfer credit offered in similar subjects.

The nature of the work in some courses for which a student seeks credit upon transfer from another college is such that it is desirable that the credit be validated by an examination where departments require transfer credits to be so validated. The examination shall be administered by the department or school.

Credit for work completed in extension and correspondence courses will be granted in conformity with the regulations given above for the transfer of credits, with the further stipulation that not more than one-fourth of the requirements for a degree may be done in extension and correspondence courses combined.

COURSE EXAMINATIONS

Every student is required to take an examination, if one is given, on every course for which he is registered. No examinations may be given except during the regular examination periods of the year. See exception for senior honors students page 128.

According to faculty policy, in the first semester no test which shall be substituted for the final examination shall be given between November 25 and the opening of examination week; in the second semester, no such test shall be given after April 15.

During the ten calendar days prior to Reading Day in the fall semester and in the spring semester, no hourly tests shall be given unless announced during the first month of the semester.

EXAMINATIONS FOR PLACEMENT

It is important that a student with exceptional ability be enrolled in courses which



ACADEMIC REGULATIONS

are of sufficient difficulty to challenge the student to his best performance. It is urged that these students be encouraged to take examinations for placement without credit in order that they may take advantage of opportunities for advanced courses and for individual research or other creative endeavor.

Regulations

- I. Passing an examination of this type will not alter the number of hours required in that area or subject.
- II. Examinations for placement without credit will be administered by the departments or schools concerned.
- III. It is recommended that departments or schools make available to interested students reading lists and other source material which might assist the student in preparing for the examination.
- IV. Successful completion of an examination for placement at the 100 level in the student's major field shall have the effect of increasing the number of hours accepted toward graduation above the 100 level by the number of hours so waived.
- V. In all cases where requirements or prerequisites are waived, by placement examination or other means, this fact should be reported in writing to the Committee on Special Examinations and should be entered on the student's record.

SPECIAL EXAMINATION FOR CREDIT-HOURS TOWARD GRADUATION

In exceptional circumstances students of proven ability who have independently pursued a systematic course of study may attempt, upon recommendation of the department or school concerned and endorsed by the Committee on Special Examinations, an examination to establish credit.

Regulations

- I. Examination for credit may be given only on those courses which have been designated by the department or school concerned.
- II. The student must consult in advance with his adviser and with the head of the department or school concerned and give evidence of making adequate preparation for the examination, including any work designated by the department or school concerned.
- III. It is recommended that the department or school concerned make available to interested students reading lists and other source material to assist the student in preparation for the examination.
- IV. A fee will be charged, payable after the application has been approved. There will be no refund of any part of this fee regardless of the outcome of the examination.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- V. Not more than 12 semester hours may be earned toward fulfillment of graduation requirements by this method. Except with the permission of the Dean of Academic Advising and the approval of the Committee on Special Examinations, a student will not be allowed to apply for and take more than one special examination for credit at a regular examination period.
- VI. Credit and quality points will be granted only if the level of performance is C or better. Grades of D or F will not be entered on the student's record.
- VII. No examination for credit may be given which tests subject matter or techniques for which a student has received high school credit or in the case of transfer student which would serve to extend the number of hours allowed in transfer.
- VIII. No junior or senior may take an examination for credit in a freshman elective course.
- IX. Examinations for credit must be taken before the beginning of the last semester or before a twelve-week summer school of work immediately preceding completion of requirements for graduation. Any exception to this regulation must go to the Committee on Special Examinations for action.
- X. No examinations for credit may be taken in a course during the semester in which the student is auditing that course.
- XI. Credits earned by Special Examination may not be used to fulfill residence requirements.

All special examinations for credit hours are under the supervision of a Committee on Special Examinations.

- I. Special examinations shall be given only during the regular examination periods.
- II. Applications shall be made to the Dean of Academic Advising, together with the written permission of the head of the department or school concerned, at least 30 days before the examination period.
- III. Each examination shall be a written examination, except in certain cases where mastery of techniques must be demonstrated either in combination with or in lieu of the written examination. The examination shall be kept on file in the office of the Vice Chancellor for Academic Affairs.
- IV. Each examination shall be administered by the department or school concerned and should be read by at least two members of the department.
- V. Results of all such examinations shall be reported to the Registrar prior to the first day of the next registration period.

ACADEMIC REGULATIONS

CLASS ATTENDANCE REGULATIONS

The responsibility for class attendance is specifically placed upon the individual student. Each student must appreciate the necessity and privilege of regular class attendance, accept this personal responsibility, and accept the consequences of failure to attend. Students must recognize the vital aspects of class attendance and the fact that the value of his academic experience cannot be fully measured by testing procedures alone.

If a student's repeated absences threaten his progress in the course or impede the progress of the class, he may be asked to withdraw from the course with a grade of "WF."

Student's Responsibility:

1. The student is responsible for all material covered in each course for which he is registered. In no instance does absence from class relieve the student from the responsibility for the performance of any part of his course work.
2. The student is responsible for complying with any special attendance regulations specified by his instructor.
3. The student is responsible for initiating any request to make up work missed because of a class absence. The decision to assist the student with "make-up" work, including tests, in every case rests with the instructor. If the instructor requests a statement concerning the reason for the absence, the student should obtain this statement from the appropriate office. In these cases involving the Student Health Service, the instructor may, if he desires, feel free to call the Student Health Center to verify that a "health problem" did or did not exist and to get an estimate of the extent of disability. The individual diagnosis and other specific details will not be released, however, without the written consent of the student.

Instructor's Responsibility:

1. An instructor may prescribe such reasonable regulations as he feels necessary. At the beginning of each semester he shall inform the students in his classes of these special regulations.
2. The instructor is expected to keep a record of the attendance of the students in his classes.
3. When a student has been absent from three consecutive class periods or has been absent excessively, the instructor shall report the absences to the Dean of Academic Advising and may recommend appropriate action.

GRADUATION

The student will be held responsible for fulfilling all requirements of the degree for which he is registered. It is the student's responsibility to

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

apply officially to the Registrar for his degree at the beginning of the semester in which he expects to graduate.

GRADUATION REQUIREMENTS

Every candidate for a degree must satisfy all of the specific requirements of the University and of the school or department in which he is majoring. He must present for graduation the specific number of hours required for the degree, with a quality point ratio of at least 2.0 on hours undertaken. A quality point ratio of at least 2.0 must be maintained in relation to the hours undertaken.

NOTE: Required physical education courses carry no quality points and, therefore, will not be considered in computing averages.

RESIDENCE REQUIREMENTS

All students are expected to take their last year in residence at the University of North Carolina at Greensboro, except those students in programs offered in cooperation with another institution and approved by the faculty. With the approval of the Dean of Academic Advising, a student may take 15 of his last 60 hours at another approved institution.

A senior transfer student must complete at least 30 semester hours in residence for the degree, 12 of which must be in his major field. Credits earned by special examination may not be used to reduce the minimum residence requirement.

GRADUATION WITH HONORS

Honors are awarded to seniors at commencement. For *summa cum laude*, a minimum average of 3.90 is required; for *magna cum laude*, 3.60; for *cum laude*, 3.30. Averages are computed on the basis of those courses which have been undertaken for credit and which have been completed by the end of the first semester of the senior year. Any senior is eligible for honors who at the end of the first semester has completed at least 45 hours of work (not including hours for which credit and quality points have been received by special examinations) in residence at the University and who has received not more than three semester hours of *F* in courses of Grade I and II.

TIME REQUIREMENTS

A student who does not graduate with the class with which he entered may meet general University requirements for graduation as stated in the catalog for the year he entered if he graduates within six years after his entrance; otherwise, he will be expected to meet the requirements as stated in the University catalog in effect at the time of his re-entry if he returns as a full-time degree student; if he re-enters as a part-time

ACADEMIC REGULATIONS

degree student, he will be expected to meet the requirements as stated in the University catalog in the year in which he begins work on his final 15 hours.

DUAL REGISTRATION, UNDERGRADUATE AND GRADUATE

Any senior who is required to take less than twelve semester hours of work in his last semester of residence to fulfill all requirements for the bachelor's degree may register for graduate courses for graduate credit provided approval is granted by the Vice Chancellor for Graduate Studies, the student's major adviser, and the Dean of Academic Advising. The total credit to be obtained in this way shall not exceed twelve hours including undergraduate credit.

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

A graduate of the University in one curriculum may receive a baccalaureate degree in a different curriculum by fulfilling the following conditions:

1. Meet all the requirements for the second degree.
2. Complete a minimum of 30 hours in residence beyond requirements for the first degree.
3. The same degree may not be awarded twice.

TRANSCRIPT OF RECORD

Only one complete transcript for each student registered will be furnished without charge. In the case of seniors applying for teaching certificates in North Carolina, one additional transcript is furnished without charge. Further copies will be supplied only on receipt of a fee of one dollar (\$1.00).

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

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AND ARCHITECTURE

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AND ARCHITECTURE
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PART X

Description of Courses

X. DESCRIPTION OF COURSES

GENERAL INFORMATION

First semester courses are usually given odd numbers. Second semester courses are usually given even numbers.

A semester hour credit corresponds, unless otherwise stated, to one 50-minute class period per week through one semester.

A hyphen (-) between course numbers indicates that no credit toward graduation will be given for either course until both are successfully completed.

A comma (,) between course numbers indicates that independent credit is granted for the work of one semester.

The first of the figures enclosed in one or more parentheses immediately following the course title indicates the number of semester hours credit given for the course; the second and third figures indicate the number of lecture and laboratory hours (or studio) normally scheduled each week for one semester in the course. For example, (3:2:3) means that the course carries three semester hours credit and meets two lecture hours and three laboratory hours each week. Graduate and certain other courses may have only one figure enclosed in parentheses; for such courses this figure indicates the number of semester hours credit given. Unless three figures appear in the parentheses, there are no laboratory or studio hour requirements.

Courses approved as meeting requirements in the general areas of knowledge are indicated by one (or more) of the following abbreviations in parentheses at the end of the course description: EC—English Composition; H—Humanities; NSM—Natural Science and Mathematics; SBS—Social and Behavioral Sciences. The notation Pr. appearing in the course description is an abbreviation for the word prerequisite.

Courses of Grade I are numbered 100-199 and are primarily for freshmen and sophomores; those of Grade II, 200-299, primarily for sophomores; those of Grade III, 300-399, primarily for juniors and seniors. Grade IV, 400-499, indicates courses open to seniors. Grade V, 500-599, includes courses open only to advanced undergraduate and graduate students. Courses numbered 600-749 are open only to graduate students; courses numbered 750-799 are open to doctoral candidates only.¹

It is a requirement of the University that approval of the Vice Chancellor for Academic Affairs be obtained to offer regularly scheduled undergraduate classes for which fewer than ten students enroll or graduate classes for which fewer than five students enroll. If enrollment does not justify continuation of a class, it may be withdrawn.

¹Descriptions for these courses will be found in the Graduate School Catalog.

ADMINISTRATION AND MANAGEMENT SCIENCE

ACCOUNTING

(School of Business and Economics)

The Department of Accounting is not yet fully organized; see course listings under Department of Administration and Management Science.

DEPARTMENT OF ADMINISTRATION AND MANAGEMENT SCIENCE

See page 92 for major requirements.

COURSES FOR UNDERGRADUATES

233, 234. Principles of Accounting (3:3), (3:3). The typical transactions of a business firm as they pass through the books; closing the books and making up the statements. Business forms and practices. 233 is prerequisite to 234.

300. The Management of Personal Finances (3:3). Budgeting and keeping account of one's personal funds; borrowing money; buying on credit; making out personal income tax returns; saving and the wise investing of savings; insurance; and home ownership. Not intended for majors in business administration and economics and not creditable toward a major in these fields.

400. Concepts in Accounting (3:3). An intensive treatment of accounting concepts and procedures in the context of the management of a business enterprise. Intended to provide accounting background for graduate study in business administration. May not be taken by persons having credit for 233, 234 or equivalent except as directed by the School.

414. Financial Institutions and Markets (3:3). An analysis of the role of financial institutions in affecting the size and composition of flows of funds within the economy. Institutions as influences on economic stability and economic growth. The capital and money markets and interest rate determination. Pr. Economics 212 or 325 or equivalent.

415. Business Finance (3:3). Financing the American business firm. The corporate form, financial structure, and financial requirements. Economic, social, and legal environment and governmental regulation of business financing. Pr. Economics 212 or 325 or equivalent.

420. Principles of Marketing (3:3). A general survey of the marketing discipline. Topics include marketing decision-making and models, buyer behavior, channels of distribution and marketing research in addition to the classic functional areas of marketing. Each of these topics is attacked from a managerial viewpoint. Pr. Economics 350 and 212 or 325 or equivalent.

ADMINISTRATION AND MANAGEMENT SCIENCE

422. Fundamentals of Marketing Research (3:3). Intended for the undergraduate student with no substantial background in marketing research. Topics include marketing information systems, sampling theory, experimental design, psychological scaling techniques, longitudinal analysis, and other selected topics. Particular attention is given to the assumption structure underlying each technique. Case studies and problems are used to enable the student to grasp and utilize the power of marketing research techniques. The student is encouraged to develop managerial programs of action on the basis of marketing research results. Pr. 420 and Economics 350 or equivalents.

431, 432. Business Law (3:3), (3:3). The general principles of business law, including contracts, agency, sales, negotiable instruments, partnerships, corporations, and bankruptcy. 431 is a prerequisite for 432.

470. Principles of Risk and Insurance (3:3). An interdisciplinary approach to the fundamentals of risk and insurance, selected insurance coverages, and risk and public policies. Offered to the student interested in the role of risk and insurance in the personal and business environment.

490. Human Behavior in Business Organizations (3:3). Businesses as a generic class of organizations within the social order. The relation of the individual worker and manager to the organization and its impact upon them. Formal and informal groups within business organizations. Management from a behavioral point of view. Stability and change within business organizations. Pr. 15 s.h. of work in business administration or the social and behavioral sciences or consent of the instructor. (SBS).

499. Problems in Business Administration (3:3). Independent study, research, and class discussion covering a topic or group of related topics of particular current interest in the theory or policy of the business enterprise. Topics covered vary from semester to semester. Enrollment is limited to twenty students. Open to senior majors or others by consent of the instructor.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501. Intermediate Accounting I (3:3). Study of financial statements and the items that comprise them, with major attention to theory and procedures involved in valuation, reporting, and interpreting working capital items. Pr. 233, 234 or the approved equivalent.

502. Intermediate Accounting II (3:3). A continuation of the study of financial statements and the items which comprise them, with major attention to procedures involved in recording, evaluating, reporting, and interpreting noncurrent items. Special attention given to accounting for stockholders' equity, to ratios and measurements, and to error analysis and corrections. Pr. 233, 234.

ADMINISTRATION AND MANAGEMENT SCIENCE

511. **Income Tax Accounting (3:3).** Study and interpretation of the tax structure and tax principles. Analysis and interpretation of accounting principles and procedures related to tax accounting. Application of tax and accounting principles to specific problems. Pr. 233, 234.
512. **Cost Accounting (3:3).** Cost accounting principles, systems, procedures, and practices. Cost principles, cost determination procedures, cost control, and cost analysis. Cost and profit analysis for decision-making purposes. Pr. 233, 234.
513. **Auditing (3:3).** The theory and practice of auditing as related to the reporting of financial data. Auditing standards, professional ethics, and related matters are studied. Pr. 233, 234.
516. **Investments (3:3).** The study of investment principles and practices, investment policies, security analysis, and the mechanics and mathematics of security purchases. Long and short-term fluctuations of security prices, the functioning of securities markets and regulatory bodies, and individuals' investment needs are analyzed. Pr. 415.
527. **Personnel Administration (3:3).** Policies and procedures used in obtaining, developing, and maintaining an efficient work force; recruiting, selection, training, placement, promotion, transfer, and salary administration. Analysis of cases with individual and group problems.
534. **Consumer Behavior (3:3).** Psychological and socio-economic factors affecting consumer motivation, behavior, and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socio-economic groups. Pr. Psychology 221 or 223, or Business Administration 490, or consent of instructor. Same as Psychology 534. (SBS).

COURSES FOR GRADUATES

600. **The Management Process (3:3).**
601. **Management Systems (3:3).**
605. **Seminar in Management Organization Theory (3:3).**
620. **Marketing Management (3:3).**
622. **Marketing Research (3:3).**
630. **Financial Management (3:3).**
649. **Operations Research (3:3).**
654. **Managerial Economics (3:3).**
655. **Seminar in Managerial Economics (3:3).**
661. **Business in the International Economy (3:3).**
670. **Managerial Accounting (3:3).**
680. **General Insurance (3:3).**
682. **Life and Health Insurance (3:3).**
683. **Property and Casualty Insurance (3:3).**

ART

- 689. Seminar in Leadership Development (6).
- 693. Business Policy (3:3).
- 695. Research Problems in Business Administration (3:3).
- 699. Thesis (3).

ANTHROPOLOGY

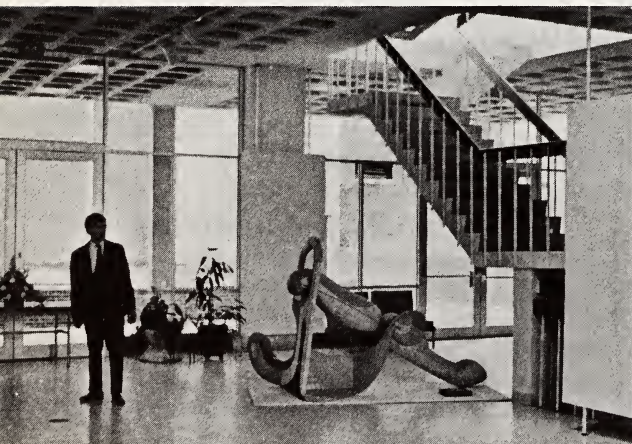
See Department of Sociology and Anthropology.

DEPARTMENT OF ART

Professors AGOSTINI, CARPENTER (Head of the Department), REARDON¹; Associate Professors BARKER, BARKSDALE, GOLDSTEIN, GREGORY (Assistant Head of the Department); Assistant Professors CRIVY, KELLEHER, McGEADY, REED, STARK; Instructors KOLLATH, LAMBERT, STEWART, VAN TONGEREN; Assistant Professor-Curator TUCKER; Lecturers BERNIS², MARTIN², STREETER³.

The program leading to the degree of Bachelor of Fine Arts (see p. 90) is available to a limited number of students who are taking their majors in the Art Department. For most students of art, the Bachelor of Arts degree with a major in Art is the most appropriate program since it takes full advantage of the diversified education available in the University. For certain students the professionally accelerated Bachelor of Fine Arts degree program, with its substantially greater number of studio art courses, is recommended. In general, if the student can afford financially, scholastically, and temperamentally to extend his education, possibly into graduate work, the Art Department recommends the Bachelor of Arts program.

The courses that the Art Department recommends to the studio student for the freshman year are identical in the B.A. and the B.F.A. programs. In the first semester the studio student should take the following art courses: Art 105, 3 s.h.; Art 120 or 140 or 150, 4 s.h. In the second semester the student should take: Art 120 or 140 or 150, 4 s.h.; Art 220 or 240 or 281 (if he took Art 150 first semester), 2 s.h.; Art 199, 1 s.h. Freshman and sophomore stu-



¹Part-time.

²Fall semester.

³Spring semester.

dents who wish to pursue the Bachelor of Fine Arts degree program in Art will apply for admission to the program at the Art Department office in the middle of their second semester of attendance at the University. Upper-class transfer students will apply in the middle of their first semester of attendance. A limited number of students will be admitted to the program each year.

Because of the limitations placed on out-of-department electives by the required education courses, all Studio Art majors who seek Teacher Certification in Art must take a Bachelor of Fine Arts degree under either the Art Education I or the Art Education II sequences. (For the differences in these two sequences, see p. 90.)

The requirements for the Degree of Bachelor of Arts are given on page 86.

Courses essential for a Bachelor of Arts degree program to a Studio Art major are Art 105, 12 s.h. art history, Art 199, two of the following three courses: 120, 140, 150.

Courses essential for an Art History major are Art 105, 303, 304, 305, 306, 6 s.h. of studio art, Art 199. A reading competence in at least one foreign language (German or French usually preferred) will be necessary for students who wish to continue work at the graduate level.

COURSES FOR UNDERGRADUATES

105. Introduction to Art (3:3). Intensive analysis of selected monuments and artists. (H).

120. Drawing and Pictorial Composition (4:2:6). A basic course in the principles and practice of drawing in various media, the principles of pictorial composition as these relate to various expressive intentions.

140. Design I (4:2:6). A basic course in the fundamentals of design. Work in two and three dimensions.

150. Clay Modeling (4:2:6). A general course in the preparation and designing and modeling in clay. Fee \$18.

190. Introduction to Studio Art (3:2:4). A basic course for nonart majors. Simplified studio projects in image making and system construction in two and three dimensions. One hour lecture on project-related masterpieces each week. Not open to art majors.

199. Introduction to Independent Studio (1). A study of the facilities and working methods of professional artists based on selected historical readings and tours of artists' studios. Use and care of essential studio and shop equipment. Art majors only.

220. Drawing and Pictorial Composition II (2:1:3). A continuation of 120. Pr. 120.

ART

221. **Life Drawing I** (2:1:3). Figure drawing from the model. Pr. 220. Fee \$10.
222. **Mechanical Drawing** (2:1:3). The basic information and skills required to produce and read working drawings and plans.
223. **Perspective** (2:1:3). The study of linear perspective and its application in various media. Pr. 222.
225. **Serigraphy I** (2:1:3). The silk screen stencil techniques as a printmaking medium. Pr. 120 or 140.
226. **Woodcut and Wood Engraving** (2:1:3). The woodblock relief techniques as a printmaking medium. Pr. 120 or 140.
228. **Etching I** (2:1:3). The intaglio techniques as a printmaking medium. Pr. 120 or 140.
229. **Lithography I** (2:1:3). The planographic techniques as a printmaking medium. Pr. 120 or 140.
231. **Techniques of Painting** (4:2:6). A study of the materials and the characteristic processes of the major techniques available to the painter. Pr. 120 or 199.
232. **Painting I** (2:1:3). A basic course in painting. Not recommended for students who have taken 231. Pr. 120.
238. **Watercolor Painting** (2:1:3). The special techniques and pictorial problems of transparent paint media. Pr. 120.
240. **Design II** (2:1:3). A continuation of 140 with special emphasis on advanced standards of execution. Pr. 140.
242. **Letters, Signs and Symbols** (2:1:3). Letter forms, signs and symbols as configurations for design study. Pr. 140.
252. **Techniques of Sculpture** (4:2:6). A study of the tools, materials and characteristic processes of the major techniques available to the sculptor. Pr. 150, 199. Fee \$16.
253. **Sculpture I** (2:1:3). A basic course in sculpture. Not recommended to students who have taken 252. Pr. 150, 199.
271. **Fiber Crafts I** (2:1:3). Fibers and yarns used in knotted, woven, and sewn structures; preparation of the looms, basic weaving techniques. Pr. 140.
275. **Metal Crafts I** (2:1:3). A basic studio course in the techniques required to make jewelry and small art objects from copper, brass, and precious metals. Includes gems and stone setting. Pr. 140 or 150.
281. **Ceramics I** (2:1:3). A basic course in ceramics with emphasis on handbuilt forms. Fee \$8.

285. **Photography I (3:1:6)**. A study of the equipment and basic techniques of photography. Students must purchase films and papers.
286. **Motion Photography I (2:1:3)**. An introduction to the equipment and techniques of motion photography. Experimentation with the medium; exposing and processing film; some editing. Pr. consent of the instructor.
- 298, 299. **Independent Studio I, II (1:3), (1:3)**. Open only to art majors. Required of B.F.A. Art majors except those in the Art Education I sequence. The student is encouraged to develop working habits and methods consistent with his intentions as an artist. Occasional criticism or conferences with a selected faculty member as needed. Pr. sophomore standing in a B.F.A. sequence or written permission of two department faculty and the head's approval, 199.
301. **History of Western Architecture (3:3)**. The history of architecture in Europe and the Americas from ancient Greece to the present. Pr. 105 or junior standing. (H).
303. **Ancient Art (3:3)**. An historical survey of the visual arts of the Mediterranean Basin from prehistoric times to the Christian era. Pr. 105 or junior standing. (H).
304. **Medieval Art (3:3)**. An historical survey of the visual arts within the Christian sphere from the early Christian era through the late Gothic period. Pr. 105 or junior standing. (H).
305. **Renaissance through Rococo (3:3)**. An historical survey of the visual arts of Europe during the Renaissance, Mannerist, Baroque, and Rococo periods. Pr. 105 or junior standing. (H).
306. **Modern Art (3:3)**. An historical survey of the visual arts in the west from circa 1790 to the present. Pr. 105 or junior standing. (H).
313. **Art of Asia Minor, India and Southeast Asia (3:3)**. An historical survey of the visual arts of Islam, India, Pakistan, and the spread of Indian Art to Southeast Asia. Not available for credit to students who had 334 listed in earlier catalogs. Pr. 105 or junior standing. (H).
321. **Life Drawing II (2:1:3)**. A continuation of 221. May be repeated for credit with consent of the instructor and the Head of the Department. Pr. 221. Fee \$10.
332. **Architectural Design (3:1:6)**. Work in architectural design. Pr. 140.
335. **Painting II (2:1:3)**. Studio course in painting with substantial work from the model. Emphasis on development of control of the medium for pictorial purposes. Pr. 231 or 232. Fee \$10.
337. **Painting III (2:1:3)**. Continuation of 335. Pr. 335. Fee \$10.
343. **Techniques of Structures (2:1:3)**. The theory and craftsmanship of small structures. Emphasis on the aesthetic and mechanical characteristics of common materials. Pr. 199, 240.

ART

- 345. Three Dimensional Design (2:1:3).** The development of three dimensional systems as objects and as environments. Pr. 10 s.h. of studio art including 140.
- 346. Kinetic Design (2:1:3).** Motion and time sequence in two dimensional and three dimensional design. Pr. 10 hours of studio art including 140.
- 347. Color Theory (2:1:3).** A study of major color theories and systems. Projects exploiting the properties of color in pigment, transparencies, and projected light. Pr. 140.
- 352. Moldmaking (2:1:3).** The materials and techniques of rigid and flexible molds. Fee \$8.
- 353. Casting Metal (2:1:3).** Investing, pouring and finishing metal casting. Pr. 352. Fee \$8.
- 355. Sculpture II (2:1:3).** Study of the sculptural and plastic problems encountered in various sculptural media. Pr. 150. Fee \$12.
- 356. Sculpture III (2:1:3).** Continuation of 355. Pr. 355.
- 360, 361. Art Education Practicum I, II (1:0:2), (1:0:2).** The professional objectives and working conditions of the art teacher are presented in lectures, readings, and pre-student teaching experiences. A prerequisite for 465. Normally taken in junior year. Pr. junior standing.
- 363. Curriculum and Teaching Methods in the Elementary School (3:2:2).** A study of the aims and the philosophy of art education in the elementary school. Pr. 140 or 190. For art majors, course is taught on the block in senior year. (Count as Art credit.)
- 365. Curriculum and Teaching Methods in the Secondary School (3:2:2).** A study of the aims, the philosophy and the curricula of art education in the secondary school; the selection, preparation and use of teaching materials. A nine-week course offered on the block in the student's senior year. Pr. 18 semester hours of art. (Count as Art credit.)
- 371. Fiber Crafts II (2:1:3).** Continuation of Fiber Crafts I; advanced loom techniques including pattern drafting. Pr. 271 or consent of the instructor.
- 375. Metal Crafts II—Enameling (2:1:3).** A studio course in the techniques of enamel on metal including the formation and preparation of the metal base. Pr. 275.
- 380. Ceramics (Raku Yaki) (2:1:3).** The materials and techniques of traditional Japanese *Raku Yaki* developed in various traditional and experimental object forms. Fee \$8.
- 381. Ceramics II (2:1:3).** Wheel thrown forms; glazing and decorating techniques. Fee \$8.

382. Ceramic Glaze Technique (2:1:3). The study and manipulation of glaze formulae; mixing and testing of glazes, glaze application, the care and operation of equipment. Pr. 281.

385. Photography II (3:1:6). Special techniques including those used in the research laboratory; work with special types of film, including color. Students must purchase films and papers. Pr. 285.

386. Motion Photography II (2:1:3). An intermediate course in motion photography requiring the planning and execution of a complete film involving advanced techniques of animation and rephotographing/printing. Pr. 286.

398, 399. Independent Studio III, IV (1:3), (1:3). Continuation of 299. Pr. junior standing and B.F.A. sequence (except Art Education I) or written permission of two department faculty and head's approval, 199.

402. Greek Art (3:3). All media, architecture, sculpture, and vase painting, from the beginning, around 1000 B.C. to the end of the Hellenistic period. Pr. 303 or senior standing with consent of the instructor. (H).

403. Early Medieval Art (3:3). Early Medieval art in Western Europe from ca. 500 to 1066 A.D. including Hiberno-Saxon (Celtic) Carolingian, Ottoman and Anglo-Saxon works. Pr. 304 or senior standing and instructor's approval. (H).

404. Romanesque Art (3:3). Romanesque Art throughout Europe from ca. 1050 to ca. 1180 A.D. including architecture and all other media. Pr. 303 or senior standing and instructor's approval. (H).

405. Gothic Art (3:3). Art in Europe from ca. 1160 to ca. 1400; architecture, sculpture, manuscript illumination, and mural painting. Pr. senior standing and consent of instructor or 303 or 404. (H).

406. Italian Renaissance Art (3:3). Art in Italy from ca. 1410 to ca. 1520: Painting, sculpture, architecture. Pr. 305 or junior standing and consent of the instructor. (H).

407. Twentieth Century Art of the United States (3:3). Emphasis on painting and sculpture, since World War II. Pr. 306 or senior standing. (H).

408. Baroque Art (3:3). Seventeenth Century art in Europe: Painting, sculpture, architecture. Pr. 305 or junior standing and consent of the instructor. (H).

409. American Art (3:3). The historical development of European derived art in the United States including the colonial period. Painting and architecture are emphasized. Pr. 306 or senior standing. (H).

410. Later Nineteenth Century Painting and Sculpture in Europe (3:3). Painting and sculpture from ca. 1850 to ca. 1890. Emphasis on developments in France. Pr. 306 or junior standing and consent of the instructor.

ART

411. **Early Twentieth Century Art in Europe (3:3).** Painting and sculpture in Europe from ca. 1900 to World War II. Pr. 306 or junior standing and consent of the instructor.
413. **Sculpture of Tribal Africa (3:3).** A presentation of tribal styles by geographical location with a consideration of the evidence of historical continuities. Pr. junior standing. (H).
428. **Etching II (2:1:3).** Continuation of 228. May be repeated for credit with consent of the instructor or Department Head. Pr. 228.
429. **Lithography II (2:1:3).** Continuation of 229. May be repeated for credit with consent of the instructor or Department Head. Pr. 229.
439. **Rendering (2:1:3).** The special techniques and pictorial schemes appropriate to the rendering of architectural and product subjects. Pr. 222, 223.
444. **Costume Design (4:2:6).** A course for advanced design students based on problems characteristic of the professional practice of costume design. Pr. 12 s.h. of design and fiber crafts courses (40's and 70's series) and 4 s.h. from the following: 150, 221, 321.
446. **Advertising Design (4:2:6).** A course for the advanced student based on problems characteristic of the professional practice of advertising design. Pr. 12 s.h. of design courses (40's series), 222, 223, 439 (may be taken simultaneously), 285.
448. **Interior Design (4:2:6).** A course for the advanced student based on problems characteristic of the professional practice of interior design. Pr. 12 s.h. of design courses (40's series), 222, 223, 439 (may be taken simultaneously).
465. **Student Teaching (6:1:0).** A nine-week course during the second half of the semester. Supervised student teaching at the elementary and secondary school level. Pr. senior standing with a 2.0 average, Education 450, Art 363, 365. Certificate requirement for Art Education majors. Students must apply for Student Teaching in the spring semester preceding the year in which 465 is taken. (Count as Education credit.)
491. **Senior Studio Seminar (2:2).**
- 493-494. **Honors Work (3:1:6)-(3:1:6).**
496. **Special Problems, Studio (2).** Independent studio work adjusted to the needs and interests of the individual student.
497. **Special Problems, Art History and Criticism (3:3).** A directed program of reading or research. Pr. recommendation of the instructor and either 15 semester hours of art history and criticism or approval of the Head of the Art Department.
- 498, 499. **Independent Studio V, VI (4), (4).** Continuation of 399. Students are expected to carry out a consistent sequence of work that demonstrates

a high level of technical accomplishment and self-motivation. In conception the work should demonstrate a standard of maturity consistent with superior undergraduate standards. Restricted to Art majors. Pr. 199, recommendation of two Art Department faculty members and the Head of the Department. —

**COURSE FOR ADVANCED UNDERGRADUATES
AND GRADUATES**

581. **Painting (4:1:8).** Theories, methods, and techniques characteristic of recent trends in painting. Pr. senior or graduate standing.

COURSES FOR GRADUATES

- 569. **Studio Problems (3:3).**
- 603. **Motion and Art (3:3).**
- 604. **Medieval Sculpture (3:3).**
- 608. **History Painting (3:3).**
- 609. **The Monument (3:3).**
- 626. **Woodcut and Wood Engraving (3:1:6).**
- 628. **Etching (3:1:6).**
- 631. **Design (3:1:6).**
- 634. **Painting in East Asia (3:3).**
- 642, 660, 664. **Drawing and Painting (3:1:6), (3:1:6), (3:1:6).**
- 649. **Italian Renaissance Painting (3:3).**
- 650. **Northern Renaissance Painting (3:3).**
- 651. **Lithography (3:1:6).**
- 654. **Art Education (3:3).**
- 655, 656. **Sculpture (2:1:3), (2:1:3).**
- 657, 658. **Sculpture (4:2:6), (4:2:6).**
- 659. **Studio Problems, Sculpture (4).**
- 661, 662. **Modern Painting (3:3), (3:3).**
- 687, 688. **Painting Research Seminar (3:3), (3:3).**
- 690. **Experimentation and Analysis—Painting and the Graphic Arts (3:1:6).**
- 699. **Thesis (2 to 6).**

BIOLOGY

DEPARTMENT OF BIOLOGY

Professors EBERHART (Head of the Department), ANDERTON, LUTZ, WILSON; Clinical Professors LUND, McLENDON; Associate Professors BATES, GANGSTAD, McCRADY, MORRISON, ROGERS; Assistant Professors CUTTER, HENDRICKSON, PERKINS, SANDS, SCHAUER, STAVN; Instructors CURTIS, HARRIS, MADDEN, PATRICK, SHEPARD; Clinical Instructor PONZER.

The department permits those students who can demonstrate a mastery of the material covered by its Principles of Biology courses to register for advanced courses. It also encourages students who demonstrate superior ability to undertake special problems, assistantships, and Honors Work. These students are also advised to apply for admission to the Summer Undergraduate Research Programs sponsored by the National Science Foundation and to present papers before the Collegiate Academy of the North Carolina Academy of Science.

Individual programs are designed specifically for each student because of the diversity of careers possible in biology.

In order to insure broad coverage of the field, a student should take courses within the department covering the molecular, cellular, organismal, and community levels of biology. A general knowledge of the form and function of microbes, higher plants, and higher animals is also encouraged. Majors are advised to take two years of chemistry and courses in physics, mathematics, and statistics.

COURSES FOR UNDERGRADUATES

101. **Principles of Biology (3:2:3).** Emphasis is placed on the philosophical basis of science, the material and cellular basis of life, ecological principles, evolution by means of natural selection, and the diversity of living things. (NSM).

102. **Principles of Biology (3:2:3).** A basic coverage of cellular and organismic reproduction, patterns of inheritance, development, evolution, and the maintenance of homeostasis. (NSM).

222. **Plant Morphology (3:2:3).** A study of the plant kingdom from an evolutionary point of view, with emphasis on structure, function, reproduction, habitat, and probable phylogenetic relationships. Pr. 101, 102. (NSM).

231. **Man in His Environment (1:1).** A study of human ecology with special emphasis on pollution and the population explosion as they threaten man's future. The causes and cures of major aspects of human ecology will be covered, but special attention will be given to biological principles.

BIOLOGY

241. Invertebrate Zoology (4:3:3). A survey of the major invertebrate groups with emphasis on the ecology, physiology, evolution, and on structural adaptations of representative types. Pr. 101, 102. (NSM).

253. Vertebrate Morphogenesis (4:2:6). A comparative study of the anatomy of vertebrate embryos and adult forms. Laboratory work includes dissection of representative vertebrates and microscopic study of the stages of embryonic development. Pr. 101, 102.

271. Mammalian Anatomy (4:3:3). Human anatomy with study of skeletons, models, and anatomical preparations and the dissection of the cat. Pr. 101, 102. (NSM).

277. Vertebrate Physiology (4:3:3). A study of human physiology with emphasis on homeostatic mechanisms. Pr. 101, 102, high school chemistry with a grade of C or better. (NSM).

321. Floriculture (3:3). The practical aspects of plant anatomy and physiology are applied to the growth and care of domestic plants, including propagation methods, soil requirements, and the control of plant diseases. The basic principles of landscape and floral design are emphasized with demonstrations and field trips.

324. Plant Physiology (3:2:3). A study of the physiological processes involved in plant growth and behavior including the effect of such environmental factors as climate and soil. Pr. 101, 102 or Chemistry 111, 111L, 112, 112L or 114, 114L. (NSM).

333. Natural Science (3:2:3). A general course to cultivate interest and understanding of the natural environment with field study of natural sites. One overnight trip.

372. Histology and Microtechnique (3:1:6). Histological study and preparation of animal cells, tissues, and organs particularly from mammals. The course will include tissue culture of living cells and other methods used in biological research and medicine. Pr. 271, 253, or consent of instructor. (NSM).

380. Fundamentals in Microbiology (3:2:4). A general survey of microorganisms with special emphasis on those microorganisms that cause disease in man. Credit cannot be obtained for this course and 581 and 582. Pr. 101, 102 and/or general chemistry.

383. Introduction to Clinical Pathology (3:2:4). The course introduces the student to a career in medical technology. Stress is placed upon the reasons for doing clinical tests and only to a lesser extent on actual performance of tests. The subject matter includes the relationship of the laboratory to medical practice, the causes of disease, and the effects of disease, both structural and physiological. Practical procedures are correlated with the underlying principles of biology and chemistry.

493-494. Honors Work (3:3)-(3:3).

BIOLOGY

499. **Biological Problems** (3 or more). Individual studies in biological research. Laboratory work and readings of the student will be guided by regular conferences with the instructor in charge. Times by arrangement. The problem will be planned with the Director of Undergraduate Biology Research during the fall semester.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501. **Microscopy and Photomicrography: Theory and Technique** (3:1:6). Principles and uses of the modern optical microscope. Theory and techniques in bright-field, phase-contrast, fluorescence microscopy, and photomicrography are emphasized. Pr. 101, 102; elementary physics recommended; consent of instructor.

520. **The Development of Modern Concepts in Biology** (3:3). An historical approach to great concepts in biology. Pr. permission of the instructor.

524. **Local Flora** (3:2:3). Classification and identification of flowering plants with field work and one overnight trip. Pr. 101, 102, or 222. (NSM).

525. **Plant Histology and Anatomy** (3:2:3). Preparation of plant materials for microscopic study and the origin, differentiation, and organization of plant tissues. Pr. 222, 324. (NSM).

527. **Terrestrial Ecology** (3:2:3). Relationship of organisms to their environment with emphasis on plant associations and distributions. Field work with one overnight trip. Pr. 101, 102. (NSM).

529. **Aquatic Ecology** (3:2:3). A study of aquatic organisms and environments with emphasis on physiochemical description of the environment and the basic principles of population and community ecology. Pr. 101, 102; 241 is desirable. (NSM).

535. **General Biochemistry** (3:3). Chemical properties of major cellular compounds; biosynthesis, degradation, and function of carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones; energy metabolism; enzymatic catalysis. Pr. Chemistry 205 or 352. (NSM).

545. **General Biochemistry Laboratory** (1:0:3). Experimental work designed to complement the lecture material of Biology 535. Pr. 535. (May be taken concurrently.) (NSM).

536. **Topics in Biochemistry** (3:3). Selected biochemical topics such as: protein biosynthesis; thermodynamics of biological systems; cellular regulatory processes, mechanisms of enzymatic catalysis; chemistry of nucleic acids and proteins. Pr. 535 and permission of the instructor. (NSM).

546. **Advanced Biochemistry Laboratory** (2:0:6). Experimental work of direct relevance to current biochemical research. Independent work and experimental design will be emphasized. Pr. 545 and permission of the instructor. (NSM).

BIOLOGY

538. Radiation Biology and Radiotracer Methods (4:3:3). Characteristics of ionizing radiation and uses of radioisotopes in biological studies. Principles of radiation interaction; methods of detection of ionizing radiation; personnel protection; uses of computers in processing these data. Laboratory work will emphasize Geiger-Müller detectors, liquid scintillation methods, use of photographic emulsions, and processing of these data. Pr. permission of instructor. (NSM).

549. Coordinating Course: Problems in Biology (3:3). Current problems in the biological sciences. The student is expected to make individual contributions in the form of independent reading, bibliographic work, and simple laboratory experiments.

554. Experimental Embryology (4:2:6). Basic principles of development are studied in lecture, laboratory, and seminar. Experiments on fertilization, cleavage, gastrulation, regeneration, and transplantation are conducted on the sea urchin, frog, and chick. The course includes a study of fertilization, induction, differentiation, growth, regeneration, and wound healing. Pr. 101, 102, 253 or permission of the instructor. (NSM).

570. Natural History of Vertebrates (3:2:3). Classification, identification, and phylogeny of all classes of vertebrates, with field work. Pr. 101, 102. (NSM).

575. Physiology of Activity (3:2:3). Mechanisms involved in the adjustments of the human body to physical activity. Pr. 271, 277, and Chemistry 111, 111L, 112, 112L or 114, 114L.

577. Physiology of Vertebrates (3:2:3). The function and control of mechanisms of vertebrate animals, with laboratory techniques in physiology. (NSM).

578. Cellular Physiology (3:2:3). The fundamental activities of cells with respect to nutrition, response, growth, and reproduction; considering animal cells, plant cells, and microorganisms. (NSM).

581. General Microbiology (4:3:4). Broad, introductory survey of microbiology, emphasizing the role of microorganisms in everyday life. Pr. 101, 102, Chemistry 111, 111L, 112, 112L or 114, 114L (351, 352 recommended). (NSM).

582. Pathogenic Bacteriology (3:2:4). Relation of pathogenic microorganisms to disease in man. Pr. 581.

584. Immunology (3:2:4). The principles of immunology and serology with laboratory applications. Pr. 581.

586. Cytogenetics (3:3). A review of classical cytogenetics and a study of recent findings in mammalian cytogenetics particularly as they relate to medical genetics. The course will include the chromosomal origin of certain birth defects and the mechanism of gene action in development. Pr. 101, 102, 592.

BUSINESS EDUCATION

592. **Genetics (3:3).** Mendelism and modern trends in genetics. Theory of organic evolution. Pr. 9 hours of biology or permission of the instructor.

595. **Advanced Genetics (3:3).** Selected topics in genetics at an advanced level. Emphasis is placed on the comparative view of molecular and microbial genetics with reference to the implications that these systems have for the genetic mechanisms of higher animals and plants. Pr. general genetics course or its equivalent.

COURSES FOR GRADUATES

611. **Seminar in Ecology (3:3).**

614. **Seminar in Developmental Physiology of Insects (3:3).**

621. **Seminar in Biochemical Genetics (3:3).**

633. **Seminar in Biochemistry (3:3).**

641. **Seminar in Mammalian Cytogenetics (3:3).**

644. **Seminar in Evolution and Systematics (3).**

691. **Advanced Problems in Biology.**

691a Biochemistry-physiology, 619b developmental biology, 691c morphology (plants or animals), 691d genetics-evolution, 691e ecology-animal behavior.

695. **Techniques in Biological Research (3:2:3).**

699. **Thesis (3) to (6).**

BUSINESS ADMINISTRATION

See Department of Administration and Management Science.

DEPARTMENT OF BUSINESS EDUCATION

See page 93 for major requirements.

COURSES FOR UNDERGRADUATES

111. **Fundamentals of Typewriting (1:3).** Development of basic typewriting skills as a vehicle of communications.

112. **Intermediate Typewriting (1:3).** Further emphasis on basic typewriting skills with their application to business letter writing, tabulating, manuscript typewriting, and an introduction to office production and office production measurement. Pr. 111 or the approved equivalent.

213. **Problems in Typewriting (1:3).** Problems involving statistical reports, rough drafts, financial reports, legal forms, manuscripts, duplicated

BUSINESS EDUCATION

reports, and other selected forms and reports. Continued emphasis on letter production problems. Pr. 112 or the approved equivalent.

214. Advanced Problems in Typewriting (1:3). Development of sustained production on advanced simulated typewriting problems commonly met in business offices. Measurement by office standards. Pr. 213 or the approved equivalent.

235. Introduction to Digital Computer Programming (3:3:1). A beginning course in computer programming using higher level programming languages (FORTRAN and/or PL/1). Topics in basic machine organization, problem formulation, numerical methods and applications in business, statistical, and data manipulative procedures are covered. Pr. Mathematics 110 or equivalent.

309. Business Communications (3:3). Analysis, composition, and dictation of effective business letters and reports. Communication as a management function within the business enterprise and with the public.

314. Business Data (3:3). Uses, sources, correct interpretation, and common fallacies of numerical data in business and economics. Principles and practice in collecting, presenting, analyzing, and interpreting elementary statistical material.

321-322. Shorthand and Transcription (3:5)-(3:5). Mastery of Gregg Shorthand. Application of the skills of shorthand, typewriting, and English in transcriptions. Pr. 112 or the approved equivalent.

333. Business Machines (3:1:4). Basic course in the operation, use, and care of office machines and equipment, including filing; offset and fluid process duplicators; dictation and transcribing machines; adding, calculating, and posting machines. Pr. 112 or the approved equivalent.

334. Principles of Automatic Data Processing (4:3:2). Programming, wiring, and operation of unit record equipment. Card design, key punching, sorting, collating, and the preparation of reports. Introduction to flow charts and systems design. Not open to freshmen.

368. Principles of Business Education (3:3). Aims and objectives of business education. Scope and functions of the agencies and institutions for business education. Evaluation of various business curricula in relation to modern educational philosophy, trends in business education, and findings of research.

413. Special Problems in Business Education (1 to 3). Opportunity for students majoring in business education to work individually on problem of special interest. Work may represent a survey of a given field or intensive investigation of a particular problem. Students should secure recommendation from an instructor and consult the head of the department before registering for the course. Pr. senior or second-semester junior.

BUSINESS EDUCATION

423. **Secretarial Problems (3:2:2).** Review of Gregg Shorthand. Emphasis on transcription proficiency. Minimum amount of work experience required preceding or during this semester. Pr. 321-322 or the approved equivalent.

424. **Administrative Secretarial Problems and Procedures (3:2:2).** Retention of recording and transcription speed attained in 423. Emphasis on specialized business vocabularies. Application of knowledges and skills to office practices and procedures specific to the administrative secretary. Pr. 423 and 333 or the approved equivalent.

433. **Calculating Machines (2:0:6).** Development of a proficiency in the use of adding, calculating, and posting machines.

451-457. **Curriculum and Teaching Methods in Business Education.** Analysis and evaluation of objectives, materials, strategies, and methods for teaching the various business education areas. Selection of a minimum of three required for graduation in a teacher education sequence. Pr. admission to student teaching.

451. **Basic Business (1:1).**

452. **Bookkeeping (1:1).**

453. **Cooperative Programs (1:1).**

454. **Distributive Education (1:1).**

455. **Office Practice (1:1).**

456. **Shorthand (1:1).**

457. **Typewriting (1:1).**

465. **Supervised Teaching (6).** Observation, teaching under supervision, and participation in the total school and related community activities of a teacher. Full-time responsibility for one-half semester or equivalent.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

504. **Office Management (3:3).** Principles and successful practices in the management of the flow of information within an enterprise. The basic management functions of planning, controlling, organizing, and actuating are applied to physical facilities, procedures, and personnel.

506. **Introduction to Retailing (3:3).** Introductory course in the fundamentals of retail store organization, management, and merchandising.

507. **Merchandise Analysis (3:3).** Study of selected items of nontextile merchandise. Special problems involved in merchandising. Pr. 506 or consent of instructor.

508. **Operating Problems in Retailing (3:3).** An examination and evaluation of policies and practices in the field of retailing, with emphasis on

BUSINESS EDUCATION

advertising and sales promotion and their economic significance. Pr. 506 or consent of the instructor.

518. Advanced Merchandising (3:3). A study of merchandise policies, buying, stock planning and control, and merchandise pricing. Principles and practices of credits and collections in modern retail stores. Pr. 506 or consent of instructor.

535. Electronic Data Processing I—Basic Concepts (3:3). An introduction to basic computer concepts. The development of understanding in computer programming at the machine language level.

536. Electronic Data Processing II—Assembler Languages Programming (3:3). Introduction to processors and compilers. Use of Autocoder, Fortran, Cobol languages with emphasis on developing initial programming skill.

540. Systems Design and Analysis (3:3). Development of systems solutions involving the digital computer as a tool in business-related problems. Pr. 535 or 334 or equivalent and approval of instructor.

541. Problems in Computer Programming—COBOL (3:3). Development of the COBOL language as a tool for solving business-related problems on digital computers. Systematic techniques for conversion of business problems: problem analysis, flow charting, and programming. Pr. 535 or approval of instructor.

543. Numerical Analysis and Computing (3:3). Number systems and errors, solutions of nonlinear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equation. Pr. Mathematics 293 or consent of Mathematics Department. Same as Mathematics 543.

544. Numerical Analysis and Computing (3:3). Continuation of 543 with special topics in numerical analysis with emphasis on applied mathematics. Students will be required to present papers on topics involving a substantial programming effort. Pr. 543 or consent of Mathematics Department. Same as Mathematics 544.

550. Directed Business Practice (1-4:1:3-12). Planned work experience approved in advance by instructor. Coordinating conferences and seminars. Pr. advanced undergraduate standing in business education and consent of instructor.

555. Coordination of Cooperative Occupational Education Programs (3). Philosophy, principles, strategies, techniques, and procedures for the coordination of cooperative occupational education programs. Emphasis on the elements common to all areas of cooperative occupational education. Review and analysis of pertinent research. Pr. consent of instructor and evidence of commitment to a career in teaching.

CHEMISTRY

COURSES FOR GRADUATES

- 610. Research in Business Education (3:3).
- 611. Analysis of Research (3:3).
- 612. Field Study (1 to 3).
- 613. Independent Study in Business Education (1 to 3).
- 614. Testing and Evaluation in Business Education (3:3).
- 615, 616. Seminar in Teaching (1:1), (1:1).
- 620. Major issues in Business Education (3:3).
- 624. Administration and Supervision of Office and Distributive Education (3:3).
- 625. Curriculum Problems in Business Education (3:3).
- 629. The Instructional Program in Vocational Office Education (3:3).
- 630. Instructional Program in Basic Business (2:2).
- 631. Instructional Program in Bookkeeping (2:2).
- 633. Principles and Philosophy of Vocational Business Education (2 or 3).
- 634. Automatic Data Processing for Business Teachers (4:3:2).
- 635. Instructional Program in Gregg Shorthand (2:2).
- 636. Instructional Program in Typewriting (2:2).
- 639. Instructional Program in Office Practice (2 or 3).
- 640. Retail Personnel Problems (3:3).
- 656. The Computer as a Research Instrument (3:3).
- 699. Thesis (3).

DEPARTMENT OF CHEMISTRY

Professors PUTERBAUGH (Head of the Department), ANDERSON¹, MILLER, SCHROEDER; Associate Professors HERMAN, VANSELOW; Assistant Professors BARBORAK, DILTS, FELTON, FORRESTER, GRAVES, JEZOREK, KNIGHT; Instructor ENSOR; Lecturer MAGGIOLO.

The student may elect to major in chemistry and obtain either a B.A. or a B.S. degree. The University of North Carolina at Greensboro is on the list of schools approved by the American Chemical Society to offer professional training in chemistry. By following the program outlined below under the B.S. degree, the student will be certified to the Society upon graduation as having fulfilled its requirements for professional training. Graduates so certified are eligible for full membership in the Society after two years of experience following graduation. However, it is possible for

¹Deceased May 8, 1972.

CHEMISTRY

a student to major in chemistry under a less specialized program as outlined below under the B.A. degree. Such majors are eligible for full membership in the Society after five years of experience following graduation.

B.A. Degree: In addition to the general degree requirements, the student must take: Chemistry 111, 111L, 114, 114L, 231, 242, 244, 351, 352, 354, 371, 451, 461, 463, 501 or 502, *plus* at least one additional elective course in chemistry; Mathematics 292; Physics 191-292.

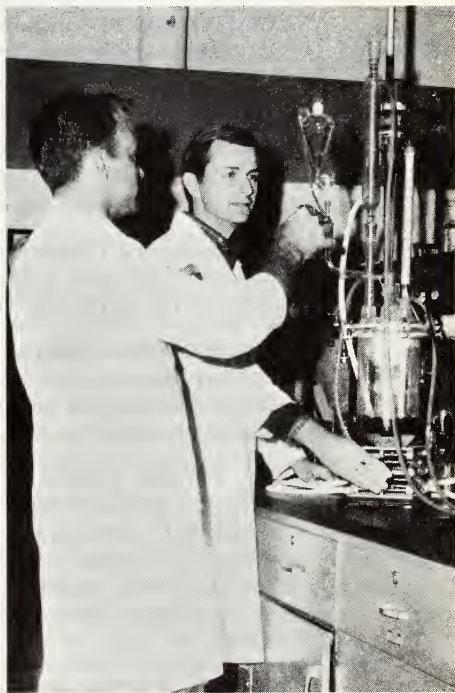
B.S. Degree: In addition to the general degree requirements, the student must take: Chemistry 111, 111L, 114, 114L, 231, 242, 244, 351, 352, 354, 371, 451, 461, 462, 463, 464, 501 or 502; 532, 542; Mathematics 292; Physics 191-292; *plus* at least *two* courses selected from the following: Chemistry 491, 492, 493, 494, 552, 553, 561, 562; Biology 536; Mathematics 390, 394; Physics 303 or above. If the student desires ACS certification, he must complete work through the second year level in either German or Russian.

The University sponsors a Polymer and Coatings Program. Students in this program take, in addition to the above courses required of all majors, Chemistry 307, 308 and Chemistry 491, 492 in the senior year. The Federation of Societies for Paint Technology also supports this program and has made available a number of scholarships to qualified students intending to follow the program.

111. General Chemistry (3:3). Introduction to the fundamental principles of chemistry, including stoichiometry, atomic and nuclear structure and states of matter. All students *must* take 111L concurrently unless they have previous credit for an equivalent course. Staff. (NSM).

111L. General Chemistry Laboratory (1:0:3). Laboratory work to accompany the material of 111. The latter course *must* be taken concurrently. Staff. (NSM).

112. General Chemistry and Qualitative Analysis (3:3). A continuation of 111 with attention to ionic equilibria, acid-base theory, coordination chemistry and elementary organic chemistry. Designed primarily for non-science majors but will not serve as a prerequisite to upper level courses in chemistry. All students *must* take 112L concurrently unless they have previous credit for an equivalent course. Pr. 111. Miss Forrester, staff. (NSM).



CHEMISTRY

112L. General Chemistry and Qualitative Analysis Laboratory (1:0:3). Laboratory work to accompany the material of 112. The latter course *must* be taken concurrently. Includes semi-micro qualitative analysis and introductory organic experiments. Pr. 111L or equivalent. Staff. (NSM).

114. General Chemistry and Qualitative Analysis (3:3). A continuation of 111 with attention to ionic equilibria, elementary kinetics and thermodynamics, acid-base theory, coordination chemistry and electrochemistry. Designed primarily for science majors and is the prerequisite to upper level courses in chemistry. All students *must* take 114L concurrently unless they have previous credit for an equivalent course. Pr. 111. Staff. (NSM).

114L. General Chemistry and Qualitative Analysis Laboratory (1:0:3). Laboratory work to accompany the material of 114. The latter course *must* be taken concurrently. Includes semi-micro qualitative analysis and ionic equilibria experiments. Pr. 111L or equivalent. Staff. (NSM).

205. Introductory Organic Chemistry (4:3:3). A survey of organic chemistry designed for those students whose programs require only one semester in this area. Credit cannot be obtained for both 205 and 351. Pr. 111, 111L, 114, 114L. Miss Forrester. (NSM).

231. Quantitative Analysis (4:2:6). Introduction to the theory and practice of volumetric and gravimetric methods of analysis. Pr. 111, 111L, 114, 114L. Mr. Herman, Mr. Jezorek. (NSM).

242. Inorganic Chemistry (2:2). An introduction to descriptive inorganic chemistry, including oxidation-reduction, acid-base and coordination chemistry. Pr. 111, 111L, 114, 114L. Mr. Dilts. (NSM).

244. Inorganic Chemistry Laboratory (1:0:4). Laboratory work to accompany the material of 242. Includes the basic techniques of synthetic inorganic chemistry as applied to representative inorganic reactions. Pr. 242 concurrently. Mr. Dilts. (NSM).

306. Physical Science II (4:3:3). A continuation of the integrated introduction to physical science begun with Physics 305. Emphasis will be given to principles necessary for a basic understanding of atomic and molecular structure, chemical bonding, stoichiometry, chemical changes, and organic chemistry with attention in the latter to compounds of biological and environmental significance. Pr. Physics 305. Miss Felton, Miss Forrester. (NSM).

307, 308. Polymer and Coatings Chemistry (3:3), (3:3). A study of the fundamental principles involved in the preparation and formulation of pigments, oils, and polymeric resins important to the coatings and polymer industries. Offered in connection with the Polymer and Coatings Program. Pr. 352. Mr. Maggiolo.

CHEMISTRY

351. Organic Chemistry I (3:3). A study of the chemistry of aliphatic and aromatic hydrocarbons and halides, with attention to reaction mechanisms and synthetic applications. Pr. 111, 111L, 114, 114L. Mr. Knight, Mr. Puterbaugh. (NSM).

352. Organic Chemistry II (3:3). A continuation of 351 with attention to alcohols, ethers, aldehydes and ketones, carboxylic acids and derivatives, amines, lipids and carbohydrates. All students *must* take 354 concurrently unless they have previous credit for an equivalent course. Mr. Knight, Mr. Puterbaugh. (NSM).

354. Organic Chemistry II Laboratory (1:0:4). Laboratory work to accompany the material of Chemistry 352. Includes the basic techniques of organic laboratory practice plus preparations involving representative reactions. Pr. 352 concurrently. Mr. Knight, Mr. Puterbaugh.

371. Literature Searches and Report Writing (1:1). Instruction in the use of the library and the literature of chemistry and preparation of technical reports of various types. Pr. two years of chemistry; reading knowledge of German would be helpful. Miss Forrester.

391, 392. Physical Science (4:3:3), (4:3:3). An integrated introduction to the basic laws and phenomena of nature, traditionally ascribed to the sciences of physics and chemistry. Applications are made in astronomy and environmental sciences. Some laboratory periods will be tailored to the particular interests of individual students. Same as Physics 391, 392.

406. Selected Topics in Physical and Analytical Chemistry for the Life Science Major (3:3). A study of the concepts basic to chemical kinetics, equilibrium, energetics, spectroscopy, solution phenomena, electrochemistry and colloid behavior with particular emphasis on biological systems. The theory of methods and instrumentation used in these fields will also be studied. Designed particularly for medical technology, biology, and pre-medical students. Credit cannot be obtained for both 406 and 461. Pr. 231, 351; Mathematics 191 along with a year of physics is strongly suggested, or permission of the instructor. Mr. Herman, Mr. Vanselow. (NSM).

408. Experimental Methods in Physical and Analytical Chemistry for the Life Science Major (1:0:4). Laboratory practice in experimental methods basic to chemical kinetics, equilibrium, solution phenomena, electrochemistry and colloid behavior with particular emphasis on biological systems. Designed particularly for medical technology, biology, and pre-medical students. Pr. 231, 351, 406; the latter should preferably be taken concurrently. Mathematics 191 along with a year of physics is strongly suggested, or permission of the instructor. Mr. Herman, Mr. Jezorek.

451. Organic Chemistry III (2:1:4). Further laboratory practice in organic chemistry, including the application of newer instrumental methods im-

¹Chemistry 221, 221L, 222, 222L, Organic Chemistry (3:3), (1:0:3), (3:3), (1:0:3), offered in summers only, is described in the Summer Session Catalog.

CHEMISTRY

portant to the organic field. The lecture work includes discussions of the theoretical principles underlying the preparative reactions and instrumental methods. Pr. 352. Mr. Knight, Mr. Schroeder. (NSM).

461. **Physical Chemistry I (4:4).** The introductory course in physical chemistry. Subjects treated include gases, thermodynamics, introduction to wave mechanics and atomic structure, and chemical kinetics. Formerly 361. Pr. 231, Physics 292, and Mathematics 292. Mr. Graves, Mr. Vanselow. (NSM).

462. **Physical Chemistry II (3:3).** Additional in depth treatments of topics introduced in 461, the physical chemistry of liquids, nonelectrolyte and electrolyte solutions, and electrochemistry. Formerly 362. Pr. 461. Mr. Graves, Mr. Vanselow. (NSM).

463. **Physical Chemistry I Laboratory (1:0:4).** Laboratory work related to the material of 461 with emphasis on the mathematical treatment of experimental data and the communication of results in report form. Formerly 363. Pr. 231, 461 (preferably taken concurrently). Mr. Graves, Mr. Vanselow.

464. **Physical Chemistry II Laboratory (1:0:4).** Laboratory work related to the material of 462. Formerly 364. Pr. 462 (preferably taken concurrently), 463. Mr. Graves, Mr. Vanselow.

491, 492. **Independent Study (1 to 3), (1 to 3).** A directed program of independent study and research for the qualified student. Pr. at least 24 hours in chemistry and permission of the department head and instructor under whom the student wishes to work. Staff.

493-494. **Honors Work (3)-(3).**

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501, 502. **Chemistry Seminar (1:1), (1:1).** The presentation of oral reports and discussions of topics from the current literature of chemistry by students, staff and guest lecturers. Required of all senior chemistry majors and graduate students. Staff.

532. **Advanced Analytical Chemistry I (4:3:4).** Theory and practice of advanced analytical techniques with emphasis on instrumental methods of analysis. Pr. 231, 462 (may be taken concurrently). Mr. Herman, Mr. Jezorek. (NSM).

542. **Advanced Inorganic Chemistry I (3:3).** The modern concepts of chemical bonding and its application to inorganic reactions and periodic relationships. Pr. 462 (may be taken concurrently). Mr. Dilts.

CLASSICAL CIVILIZATION

552. **Qualitative Organic Analysis (3:2:4).** The systematic identification of organic compounds, including the use of instrumental as well as chemical techniques. Pr. 352. Mr. Schroeder. (NSM).

553. **Advanced Organic Chemistry I (3:3).** Advanced topics in organic chemistry with special emphasis on reaction mechanisms and stereochemistry. Pr. 352, 462. Mr. Knight, Mr. Schroeder.

561. **Chemical Bonding (3:3).** The elements of wave mechanics and the application of quantum theory to chemistry, particularly to chemical bonding. Pr. 461, 462, or equivalent (one year of physical chemistry); differential equations would be desirable.

562. **Chemical Dynamics (3:3).** Descriptive chemical kinetics, a survey of statistical thermodynamics, theories of chemical reactions, analysis of reactions, and modern approaches to reacting systems will be developed. Pr. 461, 462, or equivalent (one year of physical chemistry).

COURSES FOR GRADUATES

601. NSF Institute in Chemistry Study for Secondary School Teachers (7).

604. **Advanced Polymer Chemistry (3:3).**

632. **Advanced Analytical Chemistry II (3:3).**

641. **Advanced Inorganic Chemistry II (3:3).**

652. **Advanced Organic Chemistry II (3:3).**

670. **Advanced Special Topics in Chemistry (1 to 6).**

670a Analytical, 670b Biochemistry, 670c Inorganic, 670d Organic, 670e Physical.

680. **Research Problems in Chemistry (1 to 6).**

680a Analytical, 680b Biochemistry, 680c Inorganic, 680d Organic, 680e Physical.

699. **Thesis Research in Chemistry (6).**

DEPARTMENT OF CLASSICAL CIVILIZATION

Associate Professor LAINE (Head of the Department); Assistant Professor McCARTY; Lecturer DAVIES.

The program of studies leading to a major in Greek or Latin is designed to be a reasonable preparation for understanding the classical origins of contemporary law, literature, and philosophy, as well as an ability to become acquainted with the Greek or Latin languages and literature. Requirements for the major are 24-36 semester hours of Greek or Latin; six hours at the 200 level or above of Greek may be counted toward a Latin major and vice versa.

CLASSICAL CIVILIZATION

Students planning to seek certification in Latin are required to take Latin 331.

There are no cognate courses that are absolutely required, but the following courses are highly recommended: Art 303, 304; Classical Civilization 111, 201, 335, 336, 397, 398; History 109, 110, 351, 352; Philosophy 231.

COURSES IN ENGLISH TRANSLATION (No knowledge of Greek or Latin required)

111. **Mythology (3:3).** Designed mainly for freshmen. The great myths of the world, with frequent references to the literature which they inspired. The Greek, Roman, and Norse mythologies are stressed. Primary sources only are read. Mr. Laine. (H).

201. **Classical Origins of the English Language (3:3).** A systematic study of the Latin and Greek prefixes, stems, and suffixes used in forming the English language. Aimed at improving the student's ability to analyze critically his native tongue and increase his vocabulary. Mr. McCarty. (H).

335, 336. **Greek and Latin Literature in Translation (3:3), (3:3).** The art of epic poetry and influence of Greek and Roman epic upon subsequent literature; Homer and Vergil. Greek tragedy and Greek and Latin historical literature. Greek literary and religious conceptions; the ideals making Greek culture pre-eminent in the history of thought; the influence of Greek literature upon subsequent thought. Mr. McCarty. (H).

397. **Comparative Studies in World Epics (3:3).** A course in the comparative study of major world epics in translations. The following works will be read in whole or in part: *Iliad*, *Odyssey*, *Aeneid*, *Chanson de Roland*, *Nibelungenlied*, *Divine Comedy*, *Jerusalem Delivered*, *Beowulf*, *Paradise Lost*, *Paradise Regained*, Joyce's *Ulysses*. Mr. Laine. (H).

398. **Comparative Studies in World Drama (3:3).** Comparative studies in translations of some of the Greek, Latin, and modern plays. Representative plays from Aiskhylos through Euripides, Seneca, Terence, Racine, Goethe, O'Neill, Cocteau, and Anouilh. Mr. Laine. (H).

GREEK

201-202. **Elementary Greek (3:3)-(3:3).** Greek language and cultural influences. Emphasis on the principles of grammar and attention to the correlation of Greek grammar with the grammar of modern languages. Mr. Laine. (H).

203-204. **Intermediate Greek (3:3)-(3:3).** Designed to develop fluency in the reading of Greek and to introduce the student to a part of the great literature of the past. Selections from Plato, Herodotos, etc. Pr. 201-202 or two entrance units. Mr. Davies. (H).

CLASSICAL CIVILIZATION

325, 326. **Homer** (3:3), (3:3). Selections from *Iliad* and *Odyssey*. Mr. Laine. (H).

350, 351. **Greek Lyric and Pastoral Poetry** (3:3), (3:3). Survey of Greek lyric poetry with emphasis on Sappho and Alkaios; the pastoral poetry of Theokritos, Bion, and Moskhos. Pr. 203-204 completed or taken concurrently. (H).

352, 353. **Greek Historical Writers** (3:3), (3:3). Selections from the works of the Greek Historians; emphasis on Herodotos and Thoukydides. Pr. 203-204 previously or concurrently. (H).

395, 396. **Special Problems in Greek Literature** (3:3), (3:3). Opportunity for students to work individually or in small groups on problems of special interest in Greek literature or language. Work may represent either survey of given field or intensive investigation of particular problem. Student should consult instructor before registering for this course. Pr. 203-204.

401, 402. **Plato, Selected Work** (*Apology, Crito*, etc.) (3:3), (3:3). (H).

403, 404. **Greek Drama** (3:3), (3:3). Selected works of Sophokles, Aiskhylos, Euripides, and Aristophanes. Mr. Laine. (H).

450. **Coordinating Course for Majors** (3:3). Extensive reading in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester. Mr. Laine.

493-494. **Honors Work** (3:3)-(3:3). Staff.

LATIN

101-102. **Elementary Latin** (3:3)-(3:3). Essentials of grammar and reading of selections. Designed to give fundamental knowledge of the Latin language, to present an introduction to the further study of Roman literature and civilization, and to provide for a greater understanding of English. Mr. Davies, Mrs. Decker.

103-104. **Intermediate Latin** (3:3)-(3:3). Review of fundamentals. Selected reading from Vergil's *Aeneid*, I-VI, with lectures on pertinent topics and emphasis upon literary appreciation. Pr. 101-102 or two or three entrance units. Mr. McCarty. (H).

201-202. **Roman Comedy and Lyric** (3:3)-(3:3). Study of the background of the Roman drama and lyric; selections from the odes and epodes of Horace and the poetry of Catullus. Reading of selected plays from Plautus and Terence. Pr. 103-104 or four entrance units. Mr. Davies. (H).

301. **Roman Historical Writings** (3:3). Selections from the works of Livy and Tacitus. (H).

302. **Roman Philosophical Writings** (3:3). Selections from the essays of Cicero, *De Rerum Natura* of Lucretius, and the essays of Seneca. (H).

DRAMA SPEECH

303. **Latin of the Augustan Age (3:3).** A survey of Latin literature from ca. 30 B.C. to 14 A.D.; selections from Vergil, Horace, the elegiac poets, and Ovid. (H).
326. **Roman Satire (3:3).** A study of the satires of Persius, Horace, and Juvenal; emphasis on the last; influence on the eighteenth century. (H).
331. **Advanced Prose Composition (3:3).** Intensive review of Latin forms and syntax; extensive composition and translation into Latin from English.
333. **Advanced Vergil (3:3).** A study of Vergil's *Aeneid* VII-XII; readings from the *Eclogues* and *Georgics*. (H).
342. **History and Politics in the Time of Julius Caesar (3:3).** A study of the works of Julius Caesar, Sallust's *Catiline*, and extensive selections from Cicero's letters and orations. (H).
- 395, 396. **Special Problems in Latin Literature (3:3), (3:3).** Opportunity for students to work individually or in small groups on problems of special interest in Latin literature or language. Work may represent either survey of given field or intensive investigation of particular problem. Student should consult instructor before registering for this course. Pr. 201-202.
401. **Medieval and Renaissance Latin (3:3).** Selections from medieval prose and poetry; the *Moriae Encomium* of Erasmus.
402. **Roman Drama (3:3).** Selections from the tragedies of Seneca and their influence on Renaissance drama. (H).
450. **Coordinating Course for Majors (3:3).** Extensive readings in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester. Mr. Laine.
- 493-494. **Honors Work (3:3)-(3:3).** Staff.

DEPARTMENT OF DRAMA AND SPEECH

Professors DIXON, MIDDLETON (Head of the Department), NOMIKOS, TEDFORD; Associate Professors BATCHELLER, ENGLAND; Assistant Professors ALLEN, BEHM, EARLE, FRENCH, GREENE, NEWTON, PERKINS, WHALEY; Lecturer FADELY; Instructors CAUSBY, WOODS.

DRAMA AND SPEECH MAJOR

The Department of Drama and Speech offers a B.A. degree program with three sequences for majors. The drama sequence provides a liberal arts program for those interested in studying the history, literature, and production techniques of theatre. Freshmen should elect 111 and 121; sophomores 250, 251, 252. Students in this sequence are allowed to take a maximum of 6 hours of speech in addition to the maximum of 36 hours above

DRAMA SPEECH

Grade I allowed in drama. Other required DS courses are: 122, 301, 391, 533 or 534, 541, 581 or 582, and one of the following: 365, 366, 375, 376.

The general speech sequence includes study in all areas of drama and speech as preparation for secondary school teaching (the sequence leads to class A certification by the N.C. State Department of Public Instruction) and graduate education. Freshmen should elect 111 and 140; sophomores 211 and 230. Other DS required courses are: 122, 231, 251, 320, 332, 341, 530 or 532, 541. Students in this sequence are allowed to take a maximum of 42 hours in drama and speech above Grade I. Majors in general speech are required to participate in departmental programs in theatre and forensics.

The speech pathology and audiology sequence provides a preprofessional program for those interested in being speech and hearing therapists in schools or clinics for which graduate professional education is not required and for those preparing for graduate study. Most students choose the program designed to satisfy requirements for North Carolina Certification. Courses required in the department are 111, 230, 331, 332, 465, 550, 568, 569, 570, and 575. Individual programs may be planned for those not desiring certification or those wishing to emphasize clinical audiology or education of the deaf. The education of the deaf sequence requires that a student, in his senior year, spend a minimum of a summer term and one semester at Lenoir Rhyne College in Hickory, North Carolina, where practice teaching is obtained at the North Carolina School for the Deaf at Morganton.

The department also offers a B.F.A. degree program in drama. This is a preprofessional program for those interested in careers in commercial or community theatre or in city and other recreation programs. For particulars refer to page 91.

Graduate courses are offered in drama, general speech, and speech pathology and audiology. Master of Education, Master of Arts, and Master of Fine Arts degrees are offered. For details see the Graduate School Catalog.

SPEECH SCREENING TESTS

Students who have been placed in the "required" or "advised" categories following recommendations of the speech faculty based upon the Freshman Speech Screening Test should register for 111 if freshmen or sophomores or 529 if juniors or seniors. Those placed in the "special" category should register for 219.

Other students desiring to elect a course in speech should choose from among 111, 230, 231, 320, 332, 341, 529, 530, 531.

COURSES FOR UNDERGRADUATES

111. Fundamentals of Speech (3:3). An introduction to the physiologic, phonetic, linguistic, and semantic bases of oral communication, with

DRAMA SPEECH

supervised laboratory practice in speech improvement and class participation in public speaking, discussion, and oral reading. Miss Woods.

112. Speech for Performance (3:3). Study and practice in the special techniques needed by specialists in drama and speech. Special attention is paid to resonation, articulation, pronunciation, and the development of flexibility in pitch, rate, volume, quality. Additional study of the physiologic, phonetic, and acoustic bases of oral communication. Pr. 111. Miss England.

121. Drama Appreciation (3:3). An exploration of the theatre as an art form: how the actor, director, and designer function. Outstanding plays of major periods are used to demonstrate the technical and aesthetic aspects of theatrical production. Illustrated lectures, demonstrations, and classroom experiments. Mr. Greene, Mr. Batcheller, Mr. Behm. (H).

122. Stage Crafts (3:2:3). Designed to familiarize the student with all the theatre crafts including scenery construction and painting, property construction and acquisition, stage lighting and sound. Practical experience is given in the laboratory. Pr. 211. Formerly 212. Mr. Whaley.

140. Theatre Orientation (1:1). A study of recognized theatre practice and procedures in curriculum and studio. Required of drama and speech majors in the drama and general speech sequences. Staff.

150. Student's Theatre (1:0:3). The departmental workshop. Open to any student who is interested in participating in any phase of the theatre's production program. May be repeated for credit. Mr. Whaley.

151. Forensics Laboratory (1:0:3). The departmental laboratory in forensics. Open to any student who is interested in participating in debate and related competitive events such as extemporaneous speaking, oral interpretation, or oratory. May be repeated for credit. Mr. Fadely.

152. Choral Speaking (1:3). Practice and performance in the speaking of prose and poetry. May be repeated for credit. Staff.

171. The Development of the Cinema (3:2:3). Study of the development of the motion picture industry. Examination of filming equipment and film techniques. Study of specific kinds of films and their influence on contemporary society.

211. Introduction to Theatre Production (3:2:3). Designed to provide the student with an understanding of the fundamental theories and techniques underlying all aspects of theatre, including choice and analysis of script, acting, directing, and design. Mr. Behm.

213. Stage Crafts in Summer Stock (2:1:3). Study and practice in scenery construction, painting techniques, and stage lighting in summer stock theatre. Offered only at Parkway Playhouse. Pr. consent of instructor.

219. Speech Laboratory (1:0:2). Supervised practice in the development of good speech for those who have nasal and husky voices, stutters, lisps,

DRAMA SPEECH

foreign accents, or other severe speech problems which need attention. Pr. 111 or consent of instructor. May be repeated for credit. Miss Newton.

230. Introduction to Phonetics (3:3). A study of the science of speech sounds. Consideration of the voice mechanism, the phonemes of the English language, and the International Phonetic Alphabet. Pr. 111 or consent of instructor. Mr. Earle.

231. Argumentation and Debate (3:3). A survey of reasoning patterns especially appropriate to the analysis of issues and arguments of current public interest; training in the presentation of logical and persuasive oral discourse. Pr. 111 or consent of instructor. Mr. Fadely.

250. Stage Make-Up (1:0:2). Study and practice in creating straight, middle-age, old-age, and character make-ups. Drama sequence students should take this course concurrently with 251. Mrs. Allen.

251, 252. Acting I, II (3:1:4), (3:1:4). Designed to train the actor to convey thought and emotion through the use of the body and the voice. Mime, oral exercises, and improvisations. In the second semester, emphasis on the Stanislavsky method through the preparation of roles and scenes. Pr. 211 or consent of instructor. Mr. Greene, Mr. Middleton.

253. Advanced Stage Make-Up (2:2). The study of advanced problems in stage make-up with special emphasis on character analysis, physiognomy, color in make-up, three-dimensional make-up, rubber prosthesis, beard and wig making, and stylized make-up. Pr. 250 or consent of instructor. Mrs. Allen.

254. Acting: Summer Theatre (2:1:2). Emphasis on the objective aspects of actor training. Study of speed memorization, shorthand for recording blocking, and the essentials of techniques for effective character development in concentrated rehearsals over a short period. Offered only at Parkway Playhouse.

255. Rehearsal, Production and Performance I (3:0:9). Guided practice in carrying out minor responsibilities in play production under the pressure of preparing plays for audience approval. Students enrolled may expect to play supporting roles and serve as members of the scenery, sound and special effects, property, lighting, costume, publicity, hours, and/or make-up staffs of UNC-G Theatre, and/or Pixie Theatre productions. Pr. six hours of drama and speech or consent of instructor. Mr. Batcheller.

256. Applied Summer Theatre I (4:0:12). Supervised practical experience in various areas of summer theatre production. Offered only at Parkway Playhouse.

301. Writing for the Theatre (3:3). Exercises in dramaturgical technique. The composition of one-act plays. Mr. Middleton.

320. Oral Interpretation (3:3). Principles of interpretation: analysis and practice in the oral presentation of various forms of literature to be

DRAMA SPEECH

selected from narrative and dramatic prose and poetry, lyric poetry, old ballad, sonnet, and essay. Pr. 111 or consent of instructor. Miss England, Miss Woods. (H).

331. Language and Speech Development (3:3). A study of the acquisition of language and speech in children, the verbal communication systems of children, and factors influencing language and speech and the chronology of development. Pr. 111 or consent of instructor. Mrs. Perkins, Mr. Earle.

332. Introduction to Speech Pathology (3:3). A study of the disorders of articulation, rhythm, voice, and hearing, with special emphasis on the functional disorder. Focus is on the role the therapist plays in assisting the speech handicapped and the assistance which the classroom teacher may provide. Pr. 111 or consent of instructor. Mrs. Perkins.

341. Public Speaking (3:3). Theory and practice of speeches to inform and to persuade. Study of audience analysis, choice of subject and purpose, collecting materials, organizing and delivering speeches. Consideration of evidence and reasoning in speaking and the ethical responsibilities of the speaker in a democratic society. Mr. Fadely, Miss Woods.

365. Costuming for the Stage (3:3). A study of historical costume styles in relation to costuming for the modern theatre. Formerly 366. Mrs. Allen.

366. Costume Crafts (3:2:3). Exploration of basic design elements and fabrics relative to costuming. Laboratory projects in costume crafts. Formerly 365. Mrs. Allen.

375. Stage Scenery (3:2:3). The principles and practice of scenery for the stage. Introduction to technical problems of play production through assignments in the studio and backstage during rehearsal and performance. Pr. 211 or consent of the instructor. Mr. Whaley.

376. Stage Lighting (3:2:3). Basic principles and practice of lighting for the stage. Introduction to technical problems of play production through assignments in the studio and backstage during rehearsal and performance. Pr. 211 or consent of the instructor. Mr. Whaley.

391. Television Production (3:2:2). A course designed to introduce the student to basic television techniques and to acquaint him with studio operations. Mr. Young.

465. Clinical Practice in the Public Schools (6:1:10). Supervised clinical practice in the public schools under the direction of the coordinator of student teaching and a University Speech Pathology supervisor. Full-time speech therapy assignment in cooperation with the public schools for approximately one-half semester. Pr. 569 or consent of instructor. Mrs. Perkins.

493-494. Honors (3:3)-(3:3). The honors project may be a part of the drama, general speech, or speech pathology and audiology sequences. Staff.

DRAMA SPEECH

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

502. Semantics (3:3). The study of how our language habits influence our methods of evaluation and ultimately our behavior. Consideration of words as symbols, how words get their "meaning," referents, and the functions of a word. Emphasis upon general semantics, including its criticisms of traditional methods of reasoning and its theory for improving human thought and communication. Practical application of general semantics to individual participation in business and professional life, responsible citizenship, and daily problem solving. Mr. Tedford. (H).

520. Advanced Oral Interpretation (3:3). Investigation of the audiences, materials, and procedures of readers theatre. Practice in advanced principles of the oral interpretation of literature. Pr. 320 or consent of instructor. Miss England.

527. Speech for the Classroom Teacher (3:2:2). An inquiry into the nature and function of verbal behavior in children and adults. Techniques for self-improvement in speech and language are emphasized. May not be taken by those who have had 111 or 529. Staff.

529. Voice and Speech Production (3:3). Physiology of the vocal and auditory mechanisms; phonetics; exercises designed to develop strength, resonance, and flexibility in voice and speech production. May not be taken by those who have had 111. Miss England.

530. Discussion and Group Methods (3:3). A study of the theory and practice of group discussion as a method of democratic decision-making. Emphasis upon student participation in group discussion, with attention to methods of leadership and participation. Analysis of significant research in speech communication as it relates to group methods. Formerly 342. Mr. Fadely.

531. Persuasive Speaking (3:3). A study of the theory and practice of persuasive speaking in a democratic society, including types of persuasive speeches, types of proof, and the ethics of persuasion. Preparation and delivery of persuasive speeches. Pr. for undergraduates only, either 231 or 341 or consent of instructor. Mr. Tedford.

532. Freedom of Speech and Censorship (3:3). A study of theories, issues, and cases of freedom of speech, censorship of the performing arts, and ethics of speech communication. Historical, legal, and philosophical considerations, with an emphasis upon contemporary problems of dissent, social protest, and artistic freedom. Mr. Tedford. (H).

533. History of Theatre I (3:3). Study of the specific conditions under which the great plays of the world have been produced. Consideration of audience, actors, patrons, and physical conditions, architecture, and the relation of the theatre to the other arts. Projection of the production of

DRAMA SPEECH

representative plays, which the student will read. The beginnings to 1600. Mr. Nomikos. (H).

534. History of Theatre II (3:3). A continuation of History of the Theatre I from 1600 to the present. Mr. Nomikos. (H).

541. Directing (3:3). The fundamental principles of directing for the theatre. Pr. six hours of theatre courses or consent of the instructor. Mr. Middleton, Mr. Batcheller, Mr. Greene.

543. Stage Costume Design (3:3). A study of the elements of design in relation to costume design and the graphic interpretation of characters from plays with these fundamentals. Pr. 365 or consent of instructor for undergraduates; none for graduates. Mrs. Allen.

544. Scene Design (3:1:6). Study of advanced problems of scenic design. Development of proficiency in scene painting techniques. Alternate years, offered 1971-1972. Pr. 375 or consent of instructor. Mr. Nomikos.

545. Lighting Design and Execution (3:2:3). Advanced problems of stage lighting with emphasis on the study of lighting equipment application and innovation, including scenic projector system, special effects, dimmer control and pre-set equipment. Practice in problem solution through design projects. Alternate years, offered 1971-72. Pr. 376 or consent of instructor. Mr. Whaley.

546. Problems in Scenic Design for Summer Stock (1:2). Detailed study of the design and technical problems of the season's summer stock productions and other selected problems. Offered only at Parkway Playhouse. Pr. advanced standing and completion of 213 or equivalent.

550. Anatomy and Physiology of the Speech and Hearing Mechanism (3:2:2). Advanced study of the anatomical structure and function of human speech. Practical and theoretical considerations of speech production based upon neuromyological investigation. Mr. Earle.

551. Diagnostic Procedures in Speech Pathology (3:2:2). The general role of diagnosis in speech and hearing therapy and specific considerations of diagnostic tests and procedures in different communication disorders. Pr. 568, 569, or consent of the instructor. Miss Newton.

554. Speech Science (3:3). Theory and methods of analysis of speech; structure of speech and its physiological correlates; application of acoustic information to clinical management of disorders of communication. Pr. 550. Mr. Earle.

567. Phonetics (3:3). An investigation of the phonemes of the English language as a basis for speech improvement as well as for the correction of severe speech disorders. Detailed study of the voice mechanism. Practice in narrow transcription of the International Phonetic Alphabet. Mr. Middleton, Mr. Earle.

DRAMA SPEECH

568. Principles of Speech Pathology (3:3). A foundation course in principles and procedures of speech correction for organic disorders of voice, rhythm, articulation, and language. Pr. 332 and a course in phonetics. Mr. Earle.

569. Clinical Methods in Speech Pathology (3:3). A study of methods used to correct speech disorders of voice, rhythm, language, and articulation. Particular reference to the speech correction program in the public schools. Observation of methods used with selected cases in the speech laboratory. Pr. a course in principles of speech correction or consent of instructor. Miss Newton.

570. Audiology (3:3). An introduction to the field of clinical audiology. Includes anatomy, physiology, and disorders of the hearing mechanism and interpretations of basic measurements of auditory function. Mr. Dixon.

571. Clinical Practice in Speech Pathology (3:0:6). Supervised practice in clinical teaching of groups and individuals, application of clinical methods in diagnosis, and re-training of those who have speech and hearing disorders. Pr. 569 or consent of instructor. Miss Newton, Mrs. Perkins.

573. Aural Rehabilitation (3:3). A study of various methods of teaching the auditorily handicapped person to deal effectively with oral communication. Methods and procedures for self-improvement in speech reading. Pr. 570 or consent of the instructor. Mr. Causby.

574. Advanced Clinical Audiology (3:2:2). Differential diagnostic procedures; pediatric problems in clinical audiology. Effects of environmental noise on the auditory system. Pr. 570. Mr. Dixon.

575. Clinical Methods of Teaching Hearing Impaired Children (3:3). A study of the methods of teaching children with mild and moderate hearing losses as well as techniques for the education of children with severe and profound losses. Special emphasis on auditory training, speech reading, language development, and speech. Pr. 570. Mr. Causby.

576. Clinical Practice—Audiology (3:0:6). Supervised clinical practice in the evaluation of disorders of communication resulting from hearing impairment. Techniques of administering special audiometric tests and practical experience in diagnosing various types of hearing impairments. Pr. 570, 573 or consent of instructor. Mr. Causby.

577. Teaching Speech to the Deaf (3:3). Principles and techniques for developing and maintaining speech in the hearing-impaired of all ages, with major emphasis on children at pre-school and elementary school levels. The analytical and whole-word method will be stressed for the formation and development of elementary English sounds. Pr. 230 or consent of instructor.

578. Teaching Language to the Deaf (3:3). Techniques of developing the English language in children with hearing impairment, emphasizing various systems by which formal language is structured, sequentially

DRAMA SPEECH

presented to achieve competency and independent functioning. Pr. 331 or consent of instructor.

581, 582. **World Theatre I, II (3:3), (3:3).** World theatre from Aeschylus to the contemporary playwrights. First semester: A study of classical, Oriental, and European drama through that of the late nineteenth century with emphasis upon its production in the theatre. Second semester: Modern European and American drama from Ibsen to Albee with emphasis upon its production in the theatre. Either course may be elected independently of the other. Miss England. (H).

588. **Children's Theatre Repertory (6:0:18).** The preparation and touring of children's theatre productions in repertory. Pr. consent of instructor. Mr. Behm.

590. **Roles and Scenes—Contemporary (3:1:4).** The development of extended characterizations based upon study and practice of roles found in contemporary plays. Alternate years. Pr. a course in acting or consent of instructor. Mr. Greene.

591. **Experimentation (3:1:4).** A course designed to permit the student to experiment in the creative process of building a dramatic role, directing, playwrighting, stage design, or television production with an accompanying analysis of that process. Open only to drama majors of senior standing and graduate students. Mr. Batcheller.

592. **Roles and Scenes—Period (3:1:4).** The development of extended characterizations based upon study and practice of roles found in period plays. Alternate years. Pr. a course in acting or consent of instructor. Mr. Greene.

593. **Advanced Acting: Summer Theatre (2:1:2).** Emphasis on the subjective side of actor training. Development of a practical technique and a sound approach to in-depth characterization within the limitations of a short rehearsal time. Offered only at Parkway Playhouse. Pr. 254 or permission of the instructor.

594. **Applied Summer Theatre II (4:0:12).** Intensive experience in one or more areas of summer theatre production. Offered only at Parkway Playhouse. Pr. 256 or permission of instructor.

595. **Rehearsal, Production, and Performance II (3:0:9).** Guided practice in carrying out major responsibilities in play production under the pressure of preparing plays for audience approval on campus and on tour. Those enrolled may expect to play leading roles and/or serve as assistant directors and as chiefs of staff in scenery, properties, lighting, costumes, publicity, house, and/or make-up of UNC-G Theatre and/or Pixie Theatre major productions. They may direct Laboratory Theatre and Experimental Theatre productions. Pr. 12 hours of drama and speech or consent of instructor. Mr. Batcheller.

DRAMA SPEECH

596. **Creative Dramatics for School and Community (3:2:2).** A study of the research and literature of creative dramatics for children ages five through fourteen. Practice in leading groups of children in creative dramatics. Exploration of it as a method of teaching other subject matter and its use in community recreation programs. Mr. Behm.

597. **Puppetry (3:2:2).** A study of the scope and development of puppetry throughout the world. Practical experience in the design, making, and performing puppets. Mr. Behm.

598. **Children's Theatre for School and Community (3:2:2).** A study of the research and literature of children's theatre. Methods of producing plays with children in school and community situations. Productions of the Pixie Theatre will be used for demonstration purposes. The course is designed as a corollary of 596. Mr. Behm, Mr. Middleton.

COURSES FOR GRADUATES

600. **Introduction to Graduate Study (3:3).**

601. **Seminar in Speech Pathology—Functional Disorders (3:3).**

602. **Seminar in Speech Pathology—Organic Disorders (3:3).**

603. **Seminar in Voice Problems (3:3).**

604. **Seminar in Rhythm Problems (3:3).**

606. **Seminar in Aphasia (3:3).**

607. **Seminar in Cerebral Palsy (3:3).**

608. **Seminar in Cleft Palate (3:3).**

609. **Seminar in Alaryngeal Speech (3:3).**

610. **Seminar in Clinical Audiology (3:3).**

611. **Hearing Aids and Residual Hearing (3:3).**

620. **Special Study Institute: Stuttering Therapy for Children in the Public Schools (2).**

621. **Seminar in Lighting (3:3).**

622. **Seminar in Design (3:3).**

641. **Advanced Play Directing (3:3).**

644. **Studies in Acting (3:3).**

650. **Independent Study (1-3).**

660. **Drama Theory and Criticism (3:3).**

661. **Modern Theatre Styles (3:3).**

663. **Classical Rhetoric (3:3).**

667. **Experimental Phonetics (3:2:2).**

ECONOMICS

- 671. Advanced Clinical Practice in Speech Pathology (3:0:6).
- 676. Advanced Clinical Practice in Audiology (3:0:6).
- 677. Clinical Internship (3 to 9).
- 698. Experimental Design in Speech Pathology and Audiology (3:3).
- 699. Thesis (3 to 6).

DEPARTMENT OF ECONOMICS

See page 93 for major requirements.

COURSES FOR UNDERGRADUATES

- 101. Concepts and Issues in Contemporary Economics (3:3). Readings, class discussion, and elementary research topics in economics. Emphasis is on present-day economic philosophy and problems in the United States, Europe, the Soviet Union, and the underdeveloped nations. Open to freshmen; not open to persons with credit for 211, 325, 525 or equivalent. (SBS).
- 211. Principles of Economics I (3:3). The nature of economics as a field of study and the general character of economic systems. Elements of supply, demand, and price determination. Determination of national levels of income, employment, and prices, the nature of money and the banking system, the role of government and the effectiveness of macro-economic policies. (SBS).
- 212. Principles of Economics II (3:3). Further consideration of supply, demand, and the operation of markets with varying competitive structures. The pricing of outputs and inputs, international trade and finance, analysis of economic growth and of noncapitalist economic systems. Pr. 211. (SBS).
- 325. General Economics (3:3). A survey of elementary economics especially designed for students who may want only one semester of work in the field. A brief treatment of the production and distribution of wealth in society; money and banking; business organization; labor economics; and other current economic problems. Not open to those who have had 211. (SBS).
- 327. Money and Banking (3:3). How our money and credit instruments are issued and secured; monetary policy and theory; the functions performed by money in our society; the operations of commercial banks and of the Federal Reserve System. Pr. 212 or 325 or equivalent.
- 345. Intermediate Economic Analysis I (3:3). An intermediate-level treatment of micro-economic theory. Among the topics covered are: scope, methods, and uses of economic theory; intermediate theory of demand,

¹It is not anticipated that 325 will be offered during 1972-73. Students whose degree programs specify 325 and those wishing to take an introductory economics elective above Grade I should take 211.

ECONOMICS

supply, and markets for output and factors of production; and the functioning of the market system as a whole. Applications of economic theory to problems of the consumer, the business firm, and the nation are considered as time permits. Pr. 212; or 325 and consent of instructor. (SBS).

346. Intermediate Economic Analysis II (3:3). An intermediate-level analysis of the determination of national income and employment with collateral attention to some portions of monetary theory, theories of business fluctuations, and secular economic growth. Pr. 345. (SBS).

350. Economic and Business Statistics (3:3). An introduction to statistical methods and their applications in economics, business administration, governmental affairs, and in other social sciences. Topics covered will include: measures of central tendency, dispersion, and relationship; trends; index numbers; time series analysis. Emphasis will be placed on problem solving. A student taking this course may not receive credit for Mathematics 341, Sociology 319, or Psychology 310.

403. Latin America: An Economic Survey (3:3). Studies the growth and development of the principal economic institutions of Latin America from Colonial origins to the present day and surveys post World War II experience in such areas as development, planning, inflation, foreign trade and market integration. Pr. 211 or 325 or consent of the instructor. (SBS).

419. Quantitative Analysis I (3:3). Introduction to mathematical methods in economics and business. Substantive topics include the pure theories of production and consumer behavior, general equilibrium analysis, input-output models, mathematical control theory, and macrodynamic models. Pr. 212 or 325 or equivalent.

445. Micro-Economics (3:3). An intensive coverage of micro-economic theory and problems, especially supply, demand, pricing, distribution of income, and overall functioning of capitalist economic systems. Appropriate for prospective graduate students in business administration and for superior undergraduates with limited background in economics. Not open to undergraduate majors in economics and business administration or persons with credit for 345. (SBS).

446. Macro-Economics (3:3). An intensive coverage of macro-economic theory and problems, especially in the areas of monetary economics, national income and employment, economic fluctuations, and economic growth. Appropriate for and open to the same groups as 445. Pr. 445 or consent of instructor. (SBS).

493-494. Honors Work (3:3)-(3:3). (SBS).

499. Problems in Economics (3:3). Independent study, research, and class discussion covering a topic or group of related topics of particular current interest in economic policy or economic theory. Topics covered vary from semester to semester. Enrollment is limited to twenty students. Open to senior majors or others by consent of the instructor. (SBS).

ECONOMICS

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

517. A History of American Economic Development: Early Seventeenth Century to the 1890's (3:3). Studies the evolution of the American economy from colonial origins to the 1890's with emphasis on the post-1790 period. Stresses growth of a national market, spreading division of labor, and deepening of investment. Pr. 211 or 325 and 6 semester hours of work in history, or consent of the instructor. Same as History 517. (SBS).

518. A History of American Economic Development: 1890's to Present (3:3). Studies the evolution of the American economy from the 1890's to the post-World War II era. Emphasis is placed upon economic performance through time measured against the goals of full employment, price stability, and a high rate of growth. Follows 517 but may be taken without prior enrollment in 517. Pr. 211 or 325 and 6 semester hours of work in history, or consent of the instructor. Same as History 518. (SBS).

521. A History of European Economic Development: Medieval Origins to C. 1800 (3:3). Examines the evolution of Europe's principal economic institutions from the disintegration of the ancient world to the beginning of the nineteenth century. Sources of economic progress such as the extension of trade, spreading division of labor, and deepening of investment are stressed. Heavy emphasis upon the developing nation-states of Western Europe, particularly Italy, the Low Countries, France, and England. Pr. 211 or 325 and 6 semester hours of work in history, or consent of the instructor. Same as History 521. (SBS).

522. A History of European Economic Development: C. 1800 to Present (3:3). Surveys significant economic developments in various European nations from the early nineteenth century to the present. Trends in income distribution among productive factors and by size, patterns of product use, growing international interdependence, and the role of innovation in economic growth are investigated through detailed comparative analysis. Heavy emphasis upon Great Britain, France, and in the twentieth century the U.S.S.R. Follows 521 but may be taken without prior enrollment in 521. Pr. 211 or 325 and 6 semester hours of work in history, or consent of the instructor. Same as History 522. (SBS).

523. Public Finance (3:3). The chief expenditures and the main sources of revenue used by governments; property taxes; income and inheritance taxes and various forms of sales taxes; the distribution of the tax burden on different classes in society; managing the federal debt. Pr. 212 or 325 or equivalent. (SBS).

524. Labor Problems (3:3). The relationship between labor and employers, and some of the more important results thereof, such as labor organizations, collective bargaining, and labor legislation. Pr. 212 or 325 or equivalent. (SBS).

¹525. Problems in Applied Economics (3:3). A study of certain economic principles and their application to modern economic problems such as employment, economic growth, inflation, monetary and fiscal policy, international trade, monopoly and competition, agriculture, and labor. Designed for pre-service and in-service education of teachers; not open to majors in economics and business administration or others with substantial prior work in economics. (SBS).

534. Monopoly, Competition and Public Policy (3:3). The study of government control of the business enterprise through integrating economic analysis of market structures with legal problems of regulation. Emphasis is on antitrust law and economics as well as on direct regulation of business by commissions. Pr. 212 or 325 or equivalent. (SBS).

²536. Consumer Economics (3:3). The economic position of the consumer; the factors, both helpful and harmful, influencing consumer demand; building up the defenses of the consumer against the pressure of the producer and the advertiser; the various movements to aid the consumer, including more effective legislation, research, testing of products, and consumer cooperatives. (SBS).

540. Economic Development (3:3). A study of factors attending and determining the economic growth of nations over long periods of time. Application of economic concepts to problems of underdeveloped nations. Pr. 212 or equivalent; or 325 and consent of instructor. (SBS).

550. Comparative Economic Systems (3:3). A comparison of capitalism, socialism, communism, and fascism as economic systems and as philosophies; the point of strength and weakness in each system. Pr. 212 or 325 or equivalent. (SBS).

551. Directed Studies in Economics (3). Individual studies on economic problems with emphasis upon areas of special interest to the student. Regular conferences with the instructor required. Pr. 12 s.h. of economics, including 212 or 325 and consent of instructor. (SBS).

555. History of Economic Thought (3:3). Main currents in the evolution of economic thought, with emphasis on the classical and neoclassical schools and developments in economic ideas during the twentieth century. Pr. 212 or 325 or equivalent. (SBS).

560. International Economics (3:3). An introduction to the mechanism and theory of international trade. Selected current problems in international economic and commercial policies will be evaluated. Pr. 212 or equivalent; or 325 and consent of instructor. (SBS).

565. The National Economic Accounts (3:3). A study of systems of national economic measurement, including product, income, wealth, balance of payments, flow of funds, and input-output accounts. Use of these as

¹May not count toward a graduate degree in economics or business administration.

²May not count toward a graduate degree in economics.

EDUCATION

instruments of economic planning and policy will be emphasized. Conceptual as well as measurement problems will be analyzed. Pr. 327 or 346 or 446, equivalent, or consent of the instructor. (SBS).

COURSES FOR GRADUATES

- 645. Advanced Micro-Economics (3:3).
- 646. Advanced Macro-Economics (3:3).
- 648. Quantitative Analysis II (3:3).
- 652. Intermediate Statistical Analysis (3:3).
- 660. Industrial Organization and Public Policy (3:3).
- 671. Theory of Economic Growth (3:3).
- 685. Monetary and Fiscal Policy (3:3).
- 699. Thesis (3).

SCHOOL OF EDUCATION

See page 98 for major requirements.

COURSES FOR UNDERGRADUATES

- 346. Instructional Media for Children (3:3). Literature and instructional media for children in the elementary school; functions and use in the curriculum.
- 375. Philosophy of Education (3:3). Discussion of philosophical questions related to education, such as what is education, how are the aims of education to be decided, and what is knowledge, pursued in conjunction with classic historic readings in the philosophies of education and knowledge as well as selected contemporary readings. Same as Philosophy 375.
- 381. The Institution of Education (3:3). Historical background, purposes, and concepts basic to public education; the school as an expression of social and economic life, as a modifying influence on this life, as an interpreter of ideologies, as an instrument for the transmission of culture; evolution, use, and personal significance to the teacher of the dominant American philosophy of education. Required of all teaching majors for certification.
- 430. Psychological Foundations of Education (3:3). Designed to develop and demonstrate application of knowledges and understandings of the processes and methods of learning and teaching in the respective school settings. It includes study of the learner, his growth and maturation, individual differences, and the application of psychology to the task of the teacher in evaluating pupil progress. Classroom observations and simulated experiences are emphasized.

EDUCATION

443. Teaching Practices and Curriculum in Reading and Other Language Arts (3:3). The teaching of reading and the other language arts in the elementary school.

444. Teaching Practices and Curriculum in Social Studies, Mathematics, and Science (3:3). Curriculum planning and the teaching of the social studies, mathematics, and science in the elementary school.

450. Psychological Foundations of Education (3:3). Designed to develop and demonstrate application of knowledges and understandings of the processes and methods of learning and teaching in the respective school settings. It includes study of the learner, his growth and maturation, individual differences and the application of psychology to the task of the teacher in evaluating pupil progress. Classroom observations and simulated experiences are emphasized.

451. Teaching Practices and Curriculum in English (3:3). Designed to acquaint prospective teachers with the modern concepts and practices of English instruction in the secondary schools; emphasis on the teaching of the four fundamental language arts of speaking, writing, reading, and listening. Required of student teachers in English.

452. Teaching Practices and Curriculum in Romance Languages (3:3). Effective techniques for teaching modern languages with an audio-lingual approach. Emphasis on materials, observations, and practical aids to the secondary teacher in the teaching of his subject. Required of student teachers in Romance languages.

453. Teaching Practices and Curriculum in Social Studies (3:3). Organization of the social studies in the secondary schools; classroom methods, techniques, and activities; teaching materials; testing and evaluation. Required of student teachers in the social studies.

454. Teaching Practices and Curriculum in Drama and Speech (3:3). Instruction, organization, and content of the basic courses in drama-speech in the secondary school curriculum. Attention to the more important philosophies and systems of drama-speech instruction of the past 50 years. Required of student teachers in drama-speech.

457. Teaching Practices and Curriculum in Mathematics (3:3). A study of some special teaching problems in secondary mathematics. Teaching procedures for important topics discussed in relation to their foundations in mathematics and logic. Required of student teachers in mathematics.

459. Teaching Practices and Curriculum in Science (3:3). The development of a philosophy of science teaching and of attitudes and values relative to science teaching in secondary school. Emphasis upon recent curriculum studies in biology, chemistry, physics and earth-science and the changing approaches to teaching these subjects in secondary school. Required of student teachers seeking certification in science.

EDUCATION

463. **Student Teaching and Seminar (6:1:10).** Supervised student teaching in an elementary school or kindergarten under the direction of the coordinator of student teaching and a University supervisor. Full-time teaching assignment in cooperating public schools for approximately one-half semester. Conferences and seminars required. Pr. 346, 381, 430, 443, 444.

465. **Student Teaching and Seminar (6:1:10).** Supervised student teaching in junior and senior high school under the direction of a University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for approximately one-half semester. Conferences and seminars required.

493-494. **Honors Work (3:3)-(3:3).**

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

Students taking graduate courses or pursuing a graduate degree program should consult the bulletins and official announcements of the Graduate School of the University of North Carolina at Greensboro.

501. **Statistical Methods in Education (3:3).** An elementary course in basic statistical techniques as they apply to education.

502. **Intermediate Statistical Methods in Education (3:3).** An intermediate course in multidimensional and nonparametric statistical designs as they apply to educational research.

506. **Institutes in Education (1 to 3).** This course is designed to allow sliding credit (to 3 hours) for special institutes offered to study issues, problems, and new approaches in the profession. The course will include provisions for individual study and writing in the institute areas. A student may apply no more than 3 hours of this course to a graduate degree program.

515. **Curriculum Planning (3:3).** Principles and processes of curriculum planning. Particular emphasis is given to strategies of curriculum planning, bases and procedures, forces and determinants, professional personnel involvement, curriculum evaluation, and curriculum differentiation for individual learners. Pr. graduate standing in education or permission of instructor.

517. **Reading in the Elementary School (3:3).** Designed to give teachers study in depth of the reading process as a functional aspect of the curriculum. Newer media, techniques, and practices will be examined and evaluated. Student will be required to do independent study of one area of the reading program as related to his specific teaching situation.

518. **Mathematics in the Elementary School (3:3).** A study of the current mathematics program, including emphasis on meaning theory and on instructional materials, methods, and procedures in teaching the fundamental operations.

EDUCATION

519. Science in the Elementary School (3:3). The major emphasis in this course is focused on helping teachers to assist children in developing more adequate ways of working in the field of science. Consideration is given to an understanding of the nature of the field of elementary school science, developing criteria for selecting appropriate materials, and the role of children's interests in designing learning experiences in this area.

520. Social Studies in the Elementary School (3:3). Designed to help educators gain a more complete understanding of the fields of elementary school social studies. Special emphasis is given to the evaluation of the field beginning with the separate subjects approach, to correlation, to broad fields, to integration, and the separate disciplines approach. Emphasis is also given to the identification of key skills that help children function intelligently in this field. The development of the democratic citizen is also a major consideration in this course.

521. Teaching Practices and Curriculum in Language Arts in the Elementary School (3:3). Designed to give experienced teachers in-depth study of the impressive and expressive language arts as they are taught in the elementary school.

550. Education of the Gifted (3:3). Definition and identification of mentally gifted children. The role of the school and the parent in dealing with giftedness. Demonstrations and evaluation of gifted children.

552. Libraries and Librarianship (3:3). Study of the library as a social institution: its historical development, patterns and objectives of library service, relationships of libraries to other social and educational agencies, standards for library service, and librarianship as a profession.

554. Books and Related Materials for Adolescents (3:3). A survey of library materials appropriate for the high school student, with study of aids and criteria for their selection and investigation of the reading interests of adolescents.

555. Operation of the School Media Center (3:3). An introduction to the operation of the school library as a media center incorporating all types of print and audiovisual instructional media. Includes technical services, operational routines, personnel, facilities, program planning and evaluation, budgeting, and interpretation of the school media program.

556. Books and Related Materials for Children (3:3). A survey of the development of children's literature, with study of aids and criteria for selection of books and other materials for the elementary school pupil, and investigation of children's interests.

557. Reference Sources and Methods (3:3). The selection, evaluation, and use of basic reference materials, with emphasis on the selection of materials, study of their contents, methods of locating information, and instruction in the use of the library.

EDUCATION

560. Utilization of Instructional Media (3:3). A study of audiovisual materials, equipment, and methods of instruction, including the characteristics of the various media and their contributions to instruction; selection and evaluation of materials; techniques for the use of materials and related equipment; preparation of simple teaching materials.

562. Design and Production of Audiovisual Materials (3:2:2). A basic course in the planning and production of slides, still pictures, graphics, displays, transparencies, audio recordings, for instructional use; the design and applications of these materials are related to current theories of instruction. Pr. graduate standing or permission of instructor.

574. Principles of Guidance (3:3). Orientation to the field of guidance in several settings with emphasis on educational settings. The foundations of guidance philosophy, principles, and procedures are examined in historical and contemporary perspective.

576. Guidance in Elementary Education (3:3). The functions, relationships, organization, and administration of guidance in elementary education. Case studies used to illustrate theory and to aid professional development in relation to guidance problems. Pr. approval of instructor.

588. Processes and Performance in Educational Administration (3:3). An introductory course which emphasizes the fundamentals of educational administration. The course is organized so as to stress behavioral performance under simulated conditions. Case studies, simulations, "in-basket" method and role-playing in a laboratory approach are stressed. Intended primarily for entering, prospective students of educational administration and other in-service educators.

593. Methods of Educational Research (3:3). A study of the techniques and uses of research in education, along with some basic elements of statistics, including practice in designing research projects.

COURSES FOR GRADUATES

600. The Community College (3:3).

608. Seminar in Early Childhood Education (3:3).

624. Elementary School Curriculum and Instruction (3:3).

628. Seminar in Elementary Education (3:3).

630. Trends in Teaching Practices and Curriculum in Secondary School Mathematics (3:3).

631. Trends in Teaching Practices and Curriculum in Secondary School Social Studies (3:3).

632. Trends in Teaching Practices and Curriculum in Secondary School Science (3:3).

EDUCATION

- 633. Trends in Teaching Practices and Curriculum in Secondary School Foreign Languages (3:3).
- 635. Reading in the Secondary School (3:3).
- 637. Trends in Teaching Practices and Curriculum in Secondary School English (3:3).
- 638. Seminar in Secondary Education (3:3).
- 640. Theories in Instructional Media (3:3). Formerly 561.
- 643. Behavior Modification (3:3).
- 648. The Functions and Organization of Pupil Personnel Services (3:3).
- 649. Student Personnel Services in Higher Education (3:3).
- 652. Bibliography and Literature of the Social Sciences (3:3).
- 653. Organizing Library Collections (3:3:2).
- 654. Instructional Television (3:3).
- 655. Supervision of Student Teachers (2 to 3).
- 656. Advanced Theories of Counseling (3:3).
- 657. Design and Production of Instructional Materials: Still Photography (2 to 4).
- 658. Planning and Design of Educational Facilities (3:3).
- 659. The Economics and Financial Management of Education (3:3).
- 660. The School Principalship (3:3).
- 661. Ethics and Education (3:3).
- 662. Reading Interests and Guidance (3:3).
- 663. Organizing Non-Book Materials (3:3).
- 664. Services of the School Media Center (3:3).
- 665. Organizing and Directing School System Media Services (3:3).
- 667. Public Documents (3:3).
- 668. Building School Media Collections (3:3).
- 669. Vocational and Career Development: Theories and Research (3:3).
- 670. Educational Measurement and Evaluation (3:3).
- 672. Theory and Practice of Individual Intelligence Testing (4:3:3).
- 675. Counseling Theory and Practice (3:3).
- 680. Counseling Practicum (3:3).
- 681. Techniques of Group Counseling (3:3).
- 682. Application of Measurement and Clinical Appraisal Techniques (3:3).

ENGLISH

- 683. School Public Relations (3:3).
- 685. Supervision: Theory and Concepts (3:3).
- 686. Curriculum Theory (3:3).
- 687. Education and the Legal Structure (3:3).
- 689. Seminar in Leadership Development (6).
- 690. Supervised Practicum in School Administration (3:3).
- 691. The Study of the Field of Administration as Applied to Education (3:3).
- 692. Independent Study (1 to 4).
- 693. Seminar in Advanced Research Methods (3:3).
- 694. Organization and Governance of Public Education (3:3).
- 695. Comparative Education (3:3).
- 696. Philosophies in Education (3:3).
- 697. Selected Critical Issues in American Education (3:3).
- 699. Individual Thesis Problems (2 to 6).
- 730. Practicum in Educational Research and Evaluation (3).
- 751. Concepts and Cases in Educational Administration (3:3).
- 752. Theories in Educational Administration (3:3).
- 777a,b. Seminar in Counseling (3:3), (3:3).
- 780. Advanced Counseling Practicum (3 to 9).
- 781. Counseling Practicum Supervision (1 to 6).
- 799. Dissertation (6 to 15).

DEPARTMENT OF ENGLISH

Professors CHARLES, CHAPPELL, LANE (Head of the Department), SPENCER, STEPHENS, TATE¹, WATSON, WIMSATT; Associate Professors BUCHERT, BULGIN², DARNELL, DIXON, ELLIS; Assistant Professors APPLEWHITE³, ARNDT, BEALE, C. DAVIS, EVANS, GRIFFITH, HELGESON, KELLY, KIRBY-SMITH, RILEY, TISDALE, TUCKER; Instructors ANGLE², BALL, BOUCHER, BRAGG², COCHRAN², W. DAVIS², EARLY, HEGE, HUGGINS, JARRARD², LADD, LANGFORD, NAUFFTUS, REYNOLDS, WEAVER, WILLIAMS; Lecturers KROPP, VIVANTE⁴, YARDLEY⁵.

¹Visiting Professor first semester.

²Part-time.

³On leave 1971-72.

⁴Visiting Lecturer second semester.

⁵Part-time second semester.

ENGLISH

Proficiency in written English is a requirement for graduation. Any undergraduate whose work in the course in any department gives evidence of a lack of proficiency in written English or in reading ability may be referred to the Department of English for additional work.

ENGLISH MAJOR

English majors have wide choice among the courses offered in fulfilling the minimum of twenty-seven (27) hours in English, above Grade I. Among them, however, the student will need to meet requirements in three principal areas: I. English 211, 251, and either (preferably both) English 212 and 252. These requirements are intended to afford students an overview of English and American literature that will give perspective and thereafter the means of more capably choosing courses. Ordinarily, the survey courses should be taken in the sophomore and junior years, in chronological sequence and *not* concurrently; II. One course in Language (English 260, 321, 513), or Criticism (English 549, 551); III. One course in each of five periods of English and American literature: A. To 1600, B. Seventeenth Century, C. Eighteenth Century, D. Nineteenth Century, E. Twentieth Century. (These courses are stipulated by number in departmental check sheets, in which students will find, also, recommended work outside the department.)

Of the 27 hours required, 6 hours must be in courses at the 500 level. Only one course in Shakespeare may be used for the minimum requirements and applied to either III. A or B, above.

Students are advised to limit the number of courses in English taken each semester, except the block semester, so as to allow a portion of the thirty-six (36) hours in the major for each semester after the freshman year. Ordinarily, no student should take more than 9 hours in English in any given semester. Moreover, students are urged to take cognate courses at the optimum time; for example, students enrolled in English 211, 212 would be well advised to enroll also for History 273, 274, and to take a year of American history with English 251, 252. While no cognate courses are required for the English major, students would be well advised to consider work in such closely allied areas as foreign language, classical civilization (especially Classics 111), history, philosophy, and music or art appreciation.

The following courses, while not applicable to III. A-E, above, are open to majors and non-majors: English 201, 202, 330, 371, 375.

CERTIFICATION

Students seeking certification to teach will need to include health, psychology, 6 hours of social studies divided between two fields other than history, speech (if required), and English 321 in their program. English 449 and English 339, 340 are strongly recommended for these students and for those intending to enter graduate programs.

ENGLISH

COURSES FOR UNDERGRADUATES

101, 102. **English Composition** (3:3), (3:3). A course designed to develop the student's ability to read with discrimination and to write effectively. First semester: practice in expository writing; the study of shorter works of fiction and essays. Second semester: continued practice in writing exposition; practice in the use of source materials; the study of poetry and plays. Mr. Tucker and staff. (EC).

105. **Approach to Fiction** (3:3). Reading and analysis of representative American and English novels and short stories, including the contemporary; introduction to critical concepts and vocabulary useful in the study and evaluation of fiction. Mr. Tucker and staff. (H).

106. **Approach to Poetry** (3:3). Close reading and analysis of poetry; introduction to critical concepts and vocabulary useful in the study and appreciation of poetry. Mr. Tucker and staff. (H).

107. **Approach to Drama** (3:3). Close reading and analysis of world drama from the ancient Greeks to the present, with emphasis on the work of modern playwrights; introduction to critical concepts and vocabulary useful in the study of drama. Mr. Tucker and staff.

201. **European Literary Masterpieces** (3:3). Extensive reading of complete works in translation: Homer, Dante, Erasmus, Montaigne, Cervantes, and others. Miss Buchert, Mr. Ladd, Mr. Tisdale, Mr. Wimsatt. (H).

202. **European Literary Masterpieces** (3:3). Extensive reading of complete works in translation: Molière, Goethe, Dostoevsky, Tolstoy, Kafka, and others. Miss Buchert, Mr. Ladd, Mr. Tisdale, Mr. Wimsatt. (H).

211, 212. **English Literature** (3:3), (3:3). Introduction to English literature. Emphasis on interpretation and intelligent appreciation of literary masterpieces. Mr. Tucker and staff. (H).

219. **Journalism I** (1:1). An introduction to journalism. Emphasis will be placed on writing the news story and the feature article. Special attention to developing an awareness of news. Mr. Davis.

221, 222. **Writing of Poetry** (3:3), (3:3). A course in the writing of poetry for students beyond the freshman year. Pr. consent of instructor. Mr. Kirby-Smith.

223, 224. **Writing of Essays** (3:3), (3:3). A course in the writing of expository and critical prose for students beyond the freshman year. Miss Charles, Mr. Kirby-Smith. (EC).

225, 226. **Writing of Fiction** (3:3), (3:3). A course in the writing of prose fiction for students beyond the freshman year. Pr. consent of instructor. Mr. Chappell, Mr. Kropp.

251. **American Literature from the Beginnings to the Civil War** (3:3). American culture and literature from early colonial times through Lincoln,

ENGLISH

with emphasis upon the expansion of the American mind. Mr. Griffith and staff. (H).

252. American Literature from the Civil War to the Present (3:3). American literature from 1850 to the present, with emphasis on the Civil War and Reconstruction; westward expansion; the local color movement and regionalism; the rise of realism, the development of social revolt, and the beginning of naturalism. Mr. Griffith and staff. (H).

260. Introduction to the English Language (3:3). The relationship between the English language as a system and individual uses of the language—both literary and nonliterary. Some basic techniques for describing language, some basic theories about language, and an introduction to the structure and history of English. Rhetoric and literature as different types of performance in language. Some practical emphasis on the analysis of poetry and the language of politics and advertising. Mr. Beale.

319. Journalism II: Problems in Journalism (2:2). A survey of journalistic techniques and problems. Special emphasis on the writing of editorials and reviews; headline-writing and layout; and questions of press freedom and responsibility. Not limited to English majors. Pr. 219 or permission of instructor. Mr. Yardley.

321. Grammar and Composition (3:3). Present-day grammar viewed historically. Various types of writing. This course satisfies a state requirement for prospective teachers of English. Mr. Beale, Miss Charles, Mrs. Hege.

325, 326. The Writing Workshop I, II (3:3), (3:3). A writing laboratory course devoted to fiction, verse, and criticism. Student work criticized in class and in individual conferences; parallel reading in, and class discussion of, the work of contemporary novelists, short-story writers, poets, and critics. Pr. either English 221, 222, 225, or 226, and consent of the instructor. Staff.

330. Approach to Film (3:3). A study of the historical, artistic, technical, and literary values of the film, with special emphasis on works by Chaplin, Welles, Eisenstein, Berman, and Fellini. Pr. junior standing.

337. English Literature to 1500 (3:3). An introduction to the culture of the Middle Ages. Selected reading in English literature from *Beowulf* to Malory. Works in Anglo-Saxon and some of those in Middle English in translation. Mr. Wimsatt, Mr. Tisdale. (H).

338. Non-Dramatic Literature of the English Renaissance, 1500-1610 (3:3). Readings in the poetry and prose, with emphasis on the development of thought and style. Miss Buchert. (H).

339. Shakespeare: The Early Plays and the Sonnets (3:3). Twelve plays will be studied, including *The Merchant of Venice*, and two parts of *Henry IV*, *Romeo and Juliet*, *As You Like It*, *Twelfth Night*, and *Hamlet*. Miss Buchert, Mr. Kelly, Mr. Riley, Mr. Spencer. (H).

ENGLISH

340. **Shakespeare: The Later Plays (3:3).** Twelve plays will be studied, including *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Measure for Measure*, and *The Tempest*. Miss Buchert, Mr. Kelly, Mr. Riley, Mr. Spencer. (H).
342. **The Seventeenth Century (3:3).** The main lines of thought and style noted in the major writers from the beginning of the century through Milton and Bunyan. Emphasis upon the lyric and meditative poetry of the metaphysicals. Miss Charles. (H).
343. **Wordsworth and Coleridge (3:3).** Intensive study of the work of Wordsworth and Coleridge, with attention to the development of the Romantic movement. Mr. Dixon. (H).
344. **The Later Romanticists (3:3).** Intensive study of the works of Byron, Shelley, and Keats. Mr. Dixon. (H).
345. **Victorian Literature (3:3).** Important writings (exclusive of the novel) of the era 1832-1880. Those studied include Tennyson, Browning, Arnold, Rossetti, Swinburne, Elizabeth Browning, Carlyle, Ruskin, Newman, Clough, Huxley, and others. Mr. Lane. (H).
346. **The Later Nineteenth Century (3:3).** Writings of the last thirty years of the nineteenth century, including Hopkins, Hardy, Housman, Wilde, Shaw, Kipling, Wells, and others. Mr. Kropp, Mr. Lane. (H).
351. **The American Novel through World War I (3:3).** An historical and critical study of the American novel from its beginnings through Theodore Dreiser. Pr. junior classification. Mr. Ellis. (H).
352. **The American Novel since World War I (3:3).** An historical and critical study of the American novel from Theodore Dreiser to the present. Pr. junior classification. Mr. Ellis. (H).
- 357, 358. **Contemporary Poetry (3:3), (3:3).** A study of contemporary poets whose writings reflect the changing aesthetic, social, political, and ethical conventions of our present civilizations. Either course may be elected independently of the other. Mr. Watson, Mr. Chappell, Mr. Davis. (H).
359. **The Restoration and Early Eighteenth Century, 1660-1740 (3:3).** A study of representative writers of the period, including Pepys, Dryden, Congreve, Defoe, Addison and Steele, Swift, and Pope. Mr. Evans, Mr. Tucker. (H).
360. **The Later Eighteenth Century (3:3).** A study of the decline of the Neoclassic tradition. Emphasis upon such writers as Richardson, Fielding, Gray, Goldsmith, Boswell, Johnson, Burns, and Blake. Mr. Evans, Mr. Griffith, Mr. Tucker. (H).
371. **The Literary Study of the Bible (3:3).** The Bible as a part of the world's great literature; designed to give the student a better comprehen-

sion of the Bible through study of its origins, history, structure, and literary qualities. Mr. Arndt, Miss Charles. Same as Religious Studies 371. (H).

375. Black Writers in America (3:3). A survey of black literature written in the United States, its backgrounds, directions, and achievements. Pr. either 251 or 252 or consent of instructor. Mr. Arndt, Mr. Ball. (H).

449. Coordinating Course (3:3). Recommended for English majors in the senior year. Designed to guide the student in the independent review of his major subject and to help him coordinate that subject with work in other fields. Pr. senior standing. Mr. Lane and staff. (H).

493-494. Honors Work (3:3)-(3:3). Staff. (H).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

Prerequisite for credit in all courses in literature listed below: the successful completion of at least 6 hours of approved courses in English and American literature at the junior level or above.

501. Special Studies in Yeats and Joyce (3:3). A careful examination of the major achievements of each of these Irish authors. Mr. Helgeson. (H).

502. Recent British Poetry and Drama (3:3). A detailed consideration of movements and major figures, such as Stephen Spender, Philip Larkin, Dylan Thomas, Thom Gunn, Samuel Beckett, John Osborne, and Harold Pinter. Mr. Griffith, Mr. Helgeson. (H).

510. Old English (3:3). An introduction to the language and literature of the Anglo-Saxon period (600-1100 A.D.). The language is studied primarily in conjunction with literary texts. Mr. Wimsatt. (H).

513. The English Language (3:3). A study of the origins and the development of the English language, emphasizing the influences on its growth as well as its present usage. Mr. Beale, Miss Charles. (H).

525, 526. Writing—Advanced: Fiction (3:3), (3:3). Pr. for undergraduates: marked ability in imaginative writing and permission of instructor and head of department. Mr. Chappell.

527, 528. Writing—Advanced: Poetry (3:3), (3:3). Pr. for undergraduates: marked ability in imaginative writing and permission of instructor and head of department. Mr. Watson, Mr. Tate.

529, 530. Writing—Advanced: Plays (3:3), (3:3). Pr. for undergraduates: marked ability in imaginative writing and permission of instructor and head of department. Mr. Watson.

531. The American Transcendentalists (3:3). A survey of the writings of the New England transcendentalist group with intensive study of the contributions of Emerson, Thoreau, and Whitman. Mr. Stephens. (H).

ENGLISH

532. American Romantic Writers (3:3). Study of selected major romantic writers: Irving, Bryant, Cooper, Prescott, Poe, Hawthorne, Melville, and authors from the Brahmin and Transcendentalist groups. Authors and topics to vary. Mr. Stephens, Mr. Darnell. (H).

533. The Realistic and Naturalistic Novel (3:3). A survey of the American novel (1860-1920) that will include such writers as Twain, James, and Dreiser and also selected minor writers. Mr. Ellis, Mr. Darnell, Mr. Griffith. (H).

534. The Modern American Novel (3:3). A survey of modern American novels, including works by such writers as Faulkner, Hemingway, and Fitzgerald, along with selected minor writers. Mr. Ellis, Mr. Helgeson. (H).

536. Chaucer (3:3). A study of Chaucer's major works, including the *Canterbury Tales* and *Troilus and Criseyde*. Mr. Wimsatt, Mr. Tisdale. (H).

537. Middle English Literature (3:3). An introduction to the language and literature of thirteenth-, fourteenth-, and fifteenth-century England. Mr. Wimsatt, Mr. Tisdale. (H).

539. Spenser (3:3). A study of Spenser's *Faerie Queene* and selected minor poems. Extensive reading in related works of the period. Mr. Kelly. (H).

540. Shakespeare, Eight Plays (3:3). A course background in the reading of Shakespeare's plays will be assumed. Miss Buchert, Mr. Kelly, Mr. Spencer. (H).

541. Milton (3:3). A study of Milton's major poems and several of his most important prose works in their seventeenth-century setting. Miss Charles. (H).

542. Metaphysical Poetry (3:3). A study of English poetry from Donne to Traherne, with emphasis on such writers as Jonson, Herrick, Herbert Crashaw, Marvell, and Vaughan. (H).

548. The Modern Novel (3:3). A study of a group of selected novels of the late nineteenth and twentieth centuries; emphasis on continental novelists with some comparative study of a few English and American masters. Staff. (H).

549. Literary Criticism (3:3). A study of important critical writings from Plato to the present. Special attention to English criticism. Mr. Bulgin, Mr. Helgeson. (H).

550. Modern English Literature (3:3). Consideration of a selected group of outstanding contemporary writers: essayists, novelists, dramatists, and poets. Mr. Watson, Mr. Chappell. (H).

551. Modern Literary Theory (3:3). A study of major literary theory since the late nineteenth century including "art for art's sake," expressionist, Marxist, psychologistic, myth and archetype, "new critical" and post new critical theories. Attention will also be given to major works in related fields

(*e.g.*, media studies, linguistics, psychology) which bear on literary theory. Mr. Bulgin, Mr. Helgeson. (H).

552. **Southern American Literature (3:3).** A study of principal authors, from colonial times to the present, and literary movements related to the development and influence of the Southern tradition in American literature. Mr. Stephens. (H).

554. **Elizabethan Drama (3:3).** Some attention to the beginnings of drama in English. Intensive study of the major plays of Lyly, Peele, Greene, Kyd, and Marlowe. Miss Buchert, Mr. Spencer. (H).

555. **Jacobean and Caroline Drama (3:3).** A survey of the works of such figures as Dekker, Middleton, Webster, Beaumont and Fletcher, Massinger, Ford, and Shirley. Special attention to the major plays of Ben Jonson. Miss Buchert, Mr. Spencer. (H).

556. **English Drama of the Restoration and Eighteenth Century (3:3).** A study of the principal dramatists of the period 1660-1800 with special attention to Congreve and Sheridan. Mr. Riley. (H).

561. **Poetry of the Later Eighteenth Century (3:3).** A survey of English poetry between Pope and Wordsworth, with particular attention to the works of Johnson, Gray, Cowper, Crabbe, Burns, and Blake. Mr. Dixon. (H).

562. **Blake (3:3).** A study of Blake's poetry and prose. Mr. Dixon. (H).

563. **American Poetry from the Beginnings to the Late Nineteenth Century (3:3).** A survey of American poetry and related critical theory with special emphasis on such figures as Edward Taylor, Philip Freneau, William Cullen Bryant, Poe, Emerson, Longfellow, Whitman, and Dickinson. Mr. Darnell, Mr. Davis. (H).

567. **The English Novel through Scott (3:3).** An historical and critical study of the English novel from its beginnings through Sir Walter Scott, with emphasis on the novel in the eighteenth century. Mr. Bulgin, Mr. Griffith. (H).

568. **The English Novel from Austen through Hardy (3:3).** An historical and critical study of the English novel from Jane Austen through Thomas Hardy, with emphasis on the novel in the nineteenth century. Mr. Bulgin. (H).

570. **The Structure of Verse (3:3).** Verse forms and sound patterns in English and American poetry. Mr. Watson. (H).

582. **The Modern Drama (3:3).** Drama of the late nineteenth century and the twentieth century. Mr. Riley. (H).

COURSES FOR GRADUATES

601. **Bibliography and Methodology (3:3).**

603, 604. **Recent Anglo-Irish Literature (3:3), (3:3).**

ENGLISH

- 609, 610. Seminar in Middle English Literature (3:3), (3:3).
611, 612. Seminar in the Literature of the English Renaissance (3:3), (3:3).
617a,b. Studies in Lyric and Narrative Verse: (a) Romantic; (b) Victorian (3:3), (3:3).
621, 622. Romanticism (3:3), (3:3).
633. Studies in Nineteenth-Century American Literature (3:3).
634. Studies in Twentieth-Century American Literature (3:3).
640. Studies in Shakespeare (3:3).
643. Special Studies in Wordsworth (3:3).
644. Romantic Poetry (3:3).
645. Studies in Victorian Poetry (3:3).
646. Special Studies in Byron, Shelley, and Keats (3:3).
647. Studies in Victorian Prose (3:3).
655, 656. Contemporary British and American Literature (3:3), (3:3).
660. Modern English (3:3).
661. Theory of Rhetoric (3:3).
662a,b,c. Studies in Poetry and Drama: (a) Sixteenth Century; (b) Seventeenth Century; (c) Eighteenth Century (3:3), (3:3), (3:3).
663a,b. Studies in the Development of English Prose: (a) 1500-1660; (b) 1660-1900 (3:3), (3:3).
665. Eighteenth Century Prose (3:3).
667a,b. The English Novel (3:3), (3:3).
668. Directed Reading (3 to 6).
671, 672. Graduate Tutorial in Writing: Fiction (3:3), (3:3).
673, 674. Graduate Tutorial in Writing: Poetry (3:3), (3:3).
675, 676. Graduate Tutorial in Writing: Plays (3:3), (3:3).
677, 678. Special Problems in Writing (3:3), (3:3).
699. Thesis (3 to 6).
799. Dissertation (3 to 6).

FRENCH

See Department of Romance Languages.

GEOGRAPHY

DEPARTMENT OF GEOGRAPHY

Associate Professor DOZIER (Head of the Department); Assistant Professors BENNETT, DINGA; Lecturer HAYES.

For the major at least one course is required in each of the following categories: physical geography (in appropriate cases geology courses may be substituted), regional geography, systematic human geography, and map design.

The department participates in the interdisciplinary Latin American Studies B.A. Program (described separately in this catalog) and offers two concentrations within the major. For the urban/regional planning studies concentration, several courses should be selected from the following list (along with cognate electives in economics, sociology, and political science): 202, 301, 302, 303, 305, 312, 321, 322, 344, 522, 537, 560b. For the environmental studies concentration, several courses should be selected from the following list (along with relevant electives in biology): 103, 111, 112, 211, 212, 302, 305, 312a, 312b, 321, 511a, 511b.

COURSES FOR UNDERGRADUATES

101. The Changing Human Environment (3:3). A study of the continual and changing interaction of man and the physical environment and the resultant distinctive world political, economic, and social patterns. (SBS).

103. Introduction to Earth Science (3:3). A descriptive examination of the distribution of physical processes associated with and responsible for the development of the world landscapes, oceans and ocean basins, and climates of the world. Formerly 335.

111. Physical Geology (3:2:3). Nature and origin of minerals and rocks, structure and interior of the earth, earthquakes and volcanic activity, mountain-building, external processes and morphology of landscape. Field trips. (NSM).

112. Historical Geology (3:2:3). A chronological account of the physical and biological history of the earth. Topics include fundamentals of stratigraphy and paleontology, evolution of mountain ranges, continents, ocean basins, and fossil life. Emphasis is on United States geology. Field trips. Pr. 111 or a course in physical geography or permission of instructor. (NSM).

201. Cultural Geography (3:3). The origin, diffusion, development, and spatial arrangement of world cultures or "way of life." Formerly 102. (SBS).

202. Economic Geography (3:3). The characteristics, location, and functional relationships of world patterns of agriculture and manufacturing. Formerly 237. (SBS).

GEOGRAPHY

211, 212. Physical Geography (3:2:3), (3:2:3). An introductory study of the earth's natural environment as it pertains to weather and climate (211); surface or terrain characteristics and their origin (212). Environmental problems involving land, water, and atmosphere will also be considered. 212 may not be taken for credit along with 111. (NSM).

301. Urban Patterns (3:3). An introduction to world urbanism: development, growth, structure, characteristics, and spatial arrangement of cities. Formerly 238. (SBS).

302. Urban Land Use (3:3). The characteristics, spatial arrangement, and patterns of land uses within cities: techniques of city planning. Formerly 501. (SBS).

303. World Population Problems (3:3). An introduction to major world population problems and trends and the significant policy and action alternatives for the future. The impact of various geographical factors on the problems and trends will be examined. Formerly 521. (SBS).

304. The Geography of World Affairs (3:3). An examination of major international problems and controversies with regard to the interaction of man with the environment. Formerly 523. (SBS).

305. Environmental Conservation (3:3). An investigation of man's interaction with the physical environment, human problems arising from misuse of natural resources; planning for and control of man's use of his environment with a consideration for the future. Formerly 576.

312a,b. Landscapes of the United States (3:3), (3:3). A survey of the various landscape regions of the United States, and a study, with maps and air photos, of the relationships between the geologic, erosional, and genetic characteristics of each region. 312a: Western U. S., 312b: Eastern U. S. Field trips. Formerly 503a,b.

321. Map Design (3:1:6). Introduction to map making: drafting, compilation, design, and symbolization. Formerly 571.

322. Field Research Techniques in Population and Urban Geography (3:3). A practical application of population and urban geography emphasizing field techniques of data collection, analysis, and writing. Formerly 502. (SBS).

337. Geography of South America (3:3). A study of the physical environmental conditions, resources, past and present settlement patterns, economic development, and social problems of the various countries of the South American continent.

339. Geography of Middle America (3:3). A study of the physical environmental conditions, resources, past and present settlement patterns, economic development, and social problems of Mexico, Central America, and the Caribbean Islands.

GEOGRAPHY

341. Geography of Europe (3:3). An analysis of the interrelationships of climate, surface features, natural resources, distribution of peoples, economy, and problems of modern Western Europe.

342. Geography of the Soviet Union (3:3). A regional study emphasizing the relationships that exist between the physical environment and the cultural patterns in the Soviet Union.

344. Geography of the United States and Canada (3:3). A regional study emphasizing the relationships that exist between the natural environment and the human activities in each of the geographic regions of the U. S. and Canada.

348. Geography of Asia (3:3). A survey of the physical features, natural resources, population distribution, and economic adjustments of the land and peoples of East Asia. Emphasis will be on India, China, and Japan.

350. Geography of Africa (3:3). A study of the physical and cultural environments of Africa, with emphasis on the role of geographic factors in the historical, political, and economic development of the various regions of the continent.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

511a,b. Seminar in Physical Geography (3:3), (3:3). Investigation of the historical and current problems associated with various aspects of physical geography. Particular emphasis to be placed on landscape development and climate. Formerly 511, 512. Pr. one course in physical geography or geology or permission of instructor.

522. Seminar in Population Geography (3:3). An investigation of the relationship between selected population characteristics and the physical and human environment. Pr. 101, 303, 304, 322, or permission of instructor. (SBS).

537. Seminar in Urban and Economic Geography (3:3). An investigation of spatial or economic aspects of cities. Pr. one course in urban or economic geography or permission of instructor. (SBS).

560a,b,c. Seminar in Regional Geography (3:3), (3:3), (3:3). A study of smaller regions within Latin America (560a), the United States (560b), and Europe (560c) as case studies of regionalism and the regional method in geography. Pr. one regional course at the 300 level or permission of instructor.

GERMAN-RUSSIAN

DEPARTMENT OF GERMAN AND RUSSIAN

Professor BAECKER (Head of the Department); Associate Professors NEWTON, RENER; Assistant Professor JASENOVIC; Instructor FRY; Lecturer SCHULZ.

The aim of the Department of German and Russian is to convey a deeper understanding for important foreign languages and cultures in the context of a liberal and humanistic education. The following courses are intended both to impart skills and to contribute to the student's intellectual and aesthetic experience. Language instruction courses provide the student with a basic speaking knowledge and a reading knowledge that will enable him to interpret life and literature of the German and Russian speaking countries. More advanced courses emphasize literature and culture. The language laboratory provides the student with the facilities for aural and oral exercises. Cultural material, such as films, records, and tapes, is coordinated with classroom work. Those students who wish to spend their Junior Year to study any subject at the University of Heidelberg, Vienna, etc., must take German in the first two years. Students with a workable knowledge of German may also apply for a summer job in Germany.

GERMAN:

German 101-102; 103, 104 and 201, 202 will satisfy the IVa or III requirement. Students with previous preparation who have acquired a German language proficiency at the intermediate level can take 211, 212 as an elective (Requirement III) or any other course in German language, literature, and German literature in translation (from 103, 104 on) to fulfill partially requirements IIa or III.

GERMAN MAJORS:

Students who wish to major in German are required to take 24-36 credit hours above the intermediate level. German 101-102; 103, 104; 201, 202; 210; 213, 214; 301, 302 will not count toward a major in German. Suggested courses in support of a German major: English 201, 202; Geography 341; History 292; German 213, 214; 301, 302; Philosophy 232.

RUSSIAN:

Russian 101-102 and 203-204 will satisfy requirements IVa or III; 203-204 also satisfies IIa. Russian 215, 216 fulfills requirement III, and 311, 312 requirements IIa or III.

GERMAN

101-102. Elementary German (3:3)-(3:3). Essentials of grammar, graded reading, vocabulary building. Language laboratory facilities.

103, 104. Intermediate German (3:3), (3:3). Review of grammar, reading lyrics, short stories, and selections from plays. (H).

GERMAN-RUSSIAN

105-106. Elementary German for Voice Majors (3:3)-(3:3). Intensive course in German for voice majors.

¹150. Applied German (International House) (1:1). Students living on the German Floor of the International House agree to use the language for communication and to participate in the conversational, social, and other activities of the Floor and House. May be repeated for credit up to a total of four (4) semester hours. Grade: pass/not pass. Pr. admission to German Floor of International House.

201, 202. Intensive Reading Course (3:3), (3:3). An intensive course in German to prepare students to acquire a reading knowledge. Emphasis is placed on the teaching of grammar during the first semester and reading and vocabulary building during the second semester. The course does not fulfill language requirement.

205, 206. Introduction to German Literature (3:3), (3:3). Representative works in prose and verse. (H).

210. Scientific and Technical German (3:3). German readings in chemistry, physics, zoology, botany, geology. Pr. 103.

211. German Conversation and Composition (3:3). For students desiring some proficiency in spoken and written German. Free conversation on a wide range of everyday subjects. Language laboratory facilities. Pr. 103, 104, or permission of the instructor.

212. Intermediate Conversation (3:3). Free conversation in idiomatic German. Written work in dialogue form. Building up an active vocabulary. Laboratory facilities.

213, 214. German Civilization (3:3), (3:3). A broad outline of the cultural, political, and social development of Germany and her role in the European tradition. To be taught in English. (H).

301, 302. German Literature in Translation (3:3), (3:3). 301—Extensive reading of German Literature in translation from the Medieval period through the nineteenth century emphasizing the Classical, Romantic, and Realist authors. 302—The late nineteenth century Naturalist authors through the Contemporary period. Not to be taken for credit toward a major in German. (H).

311, 312. The German Novelle (3:3), (3:3). A study of the development of the German Novelle from the Romantic period to the present. (H).

317-318. Survey of German Literature (3:3)-(3:3). Survey of the German Literature to 1750. Major works and figures of the Medieval, the Renaissance, and the Baroque periods. (H).

321, 322. Goethe's Life and Selected Works (3:3), (3:3). A study of the various periods of Goethe's literary activity; reading of works illustrating different periods of his development. (H).

¹This course may not be used to satisfy the foreign language requirement.

GERMAN-RUSSIAN

- 325, 326. **German Literature of the Nineteenth and Twentieth Centuries** (3:3), (3:3). Selected works of representative writers in the fields of poetry, novel, and drama. (H).
- 327, 328. **The Classical Period of German Literature** (3:3), (3:3). Representative works of Lessing, Schiller, Goethe. (H).
331. **Lessing and His Time** (3:3). (H).
332. **Schiller's Life and Selected Works** (3:3). (H).
- 337, 338. **Modern German Literature** (3:3), (3:3). Studies in the works of modern writers: Hauptmann, Mann, Rilke, Musil, Heese, Kafka, Brecht, Broch, Böll, Grass, Dürrenmatt, Frisch. (H).
345. **German Fiction of the Nineteenth Century** (3:3). Selected works of the more important writers are read. Emphasis upon the Romantic period. Collateral readings and reports. (H).
346. **The German Drama of the Nineteenth Century** (3:3). Brief lectures on the lives and works of the following authors: Kleist, Büchner, Grabbe, Grillparzer, Hebbel, and Hauptmann. (H).
401. **Goethe's "Faust"** (3:3). (H).
- 491, 492. **Readings for Seniors** (3:3), (3:3). Required of all seniors majoring in German. A reading list will be provided to meet the needs of the individual student. Weekly reports are required.

RUSSIAN

- 101-102. **Elementary Russian** (3:3)-(3:3). Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.
- 203-204. **Intermediate Russian** (3:3)-(3:3). Review of grammar, practice in conversation, selected readings from nineteenth and twentieth century literature. (H).
- 215, 216. **Russian Conversation and Composition** (3:3), (3:3). Conversation on a wide range of subjects; composition based upon readings. Pr. 204 or equivalent.
- 311, 312. **Russian Literature in Translation** (3:3), (3:3). A survey of Russian prose by Pushkin, Gogol, Lermontov, Goncharov, Turgenev, Tolstoy, Dostojevsky, Chekhov, Gorky, Sholokhov, Bunin, Olesha, Pasternak, Solzhenitsin, and others. 311, Nineteenth Century; 312, Twentieth Century. Not open to freshmen. (H).
401. **Independent Study of Russian Literature in Translation** (1-3). A direction program of independent study and research in Russian literature

HEALTH, PHYSICAL EDUCATION, & RECREATION

in translation. The course deals with writers of the nineteenth and twentieth centuries. Research papers are required. Pr. consent of the instructor. (H).

GREEK

See Department of Classical Civilization.

SCHOOL OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

See page 100 for major requirements.

HEALTH

Health education courses may be selected by students in any curriculum.

COURSES FOR UNDERGRADUATES

101. Health (3:3). To promote better living in the present and future through an understanding of pertinent health needs of the individual and community. Emphasis on the development of values and insights as a basis for choices in meeting health problems. Primarily for freshmen. Health 101 (or 301 for upperclass students) required of all students seeking teacher certification. Elective for all others.

236. First Aid (1:1). American National Red Cross Standard Course leading to certification for those who qualify. Required of majors in physical education and in recreation; open to others.

301. Health (3:3). The scientific approach to physical, emotional, and social health problems; application of personal health knowledge and practices to community and world living. Open only to juniors and seniors who have not had 101. Fulfills teacher certification requirements. Elective for others.

327. Foundations for Community Health Education Practices (3:3). An overall orientation to the field of public health and the principles governing it. Special emphasis is placed on the role of the community health educator and his responsibilities with regard to the total community health framework. Pr. 101 or 301.

330. Family Health (3:3). A study of contemporary health problems as they affect the maintenance and promotion of the health of the family. Pr. 101 or 301 or permission of the instructor. Elective for sophomores, juniors, seniors.

334. Community Health (3:3). An overview of the complex social, health, and medical problems of modern society, with special emphasis on com-

HEALTH, PHYSICAL EDUCATION, & RECREATION

munity programs for solving them. Programs of official and voluntary health agencies, designed to promote and protect the health of the citizen, are observed through field trips, discussed by guest lecturers, and studied through other forms of enrichment. Pr. 101 or 301 or permission of the instructor.

338. Safety and First Aid (3:3). The study of factors essential to safety in the home, school, and community. Presentation of American Red Cross first aid courses leading to certification as an instructor for those who qualify. Elective for sophomores, juniors, seniors.

340. Observation and Participation in Community Health Agencies (2). Observation of modern community health practice in local health agencies. With the cooperation of health agency staff members, practical experience will be gained through participation in selected agency activities. Pr. 327.

341. Elementary School Health (3:3). A study of the health problems of the elementary school child and the role of the teacher in the school health program. Curriculum development and methods and materials of health instruction are given special consideration. Pr. 101 and Biology 101, 102 or Chemistry 111, 111L, 112, 112L.

347. Health Problems of Lower Income Groups (3:3). The course is designed to explore the many ramifications of the poverty-health complex in the United States and to analyze the social differences in physical and mental illness. Emphasis will be placed on the identification of specific health problems common among the poor and a detailed inspection of the characteristics of poverty which contribute to these health conditions. Pr. sophomore standing or higher.

361. Foundations and Principles of Health Education (3:3). The role of health education programs in today's school and community health programs, as viewed from a historical perspective and in relation to present societal needs. Pr. junior standing in a health education curriculum or permission of the instructor.

369. Child Health (3:3). Growth and development as related to the health of children from prenatal life through adolescence. Consideration is given to meeting physical, emotional, and social needs in the care of children. Pr. 101 or Biology 277.

405. Program Planning and Evaluation (3:3). The course is concerned with the process of implementing specific health programs into the community. Total program development is emphasized with attention given to defining community problems, overcoming community resistance, selecting appropriate educational methods, and conducting evaluation activities. Pr. 340.

428. Community Health Field Work (3 to 6). Experience in a community health agency using techniques and practices of the health educator under supervision of University and agency personnel. Designed for seniors in Community Health Education and other qualified students with permission

HEALTH, PHYSICAL EDUCATION, & RECREATION

of instructor. May be repeated for credit to a maximum of six hours. Pr. completion of requirements for senior standing in Community Health Education or permission of instructor.

467. **Curriculum and Teaching Methods in Health (3:3).** A study of the philosophy and practice of health education, with emphasis on modern theories of curriculum development, problem-centered teaching methods, and instructional materials.

475. **Independent Study (1 to 3).** Intensive work in an area of special interest in physical education, health education, recreation, or dance. Available to the qualified student on the recommendation of the academic adviser and the instructor. Pr. demonstrated competency for independent work and consent of the academic adviser and the instructor.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

520. **The School Health Program (3:3).** A study of the total school health program (healthful environment, health services, health instruction) and its contribution to the health and education of children and youth.

540. **Seminar in Health (3:3).** Current problems, issues, and trends in health education and the health sciences, with emphasis on the analysis of research and literature.

COURSES FOR GRADUATES

600. **Contemporary Problems in Health (3:3).**

606. **Workshops in Health Education (1) to (3).**

676. **Problems Seminar (3).**

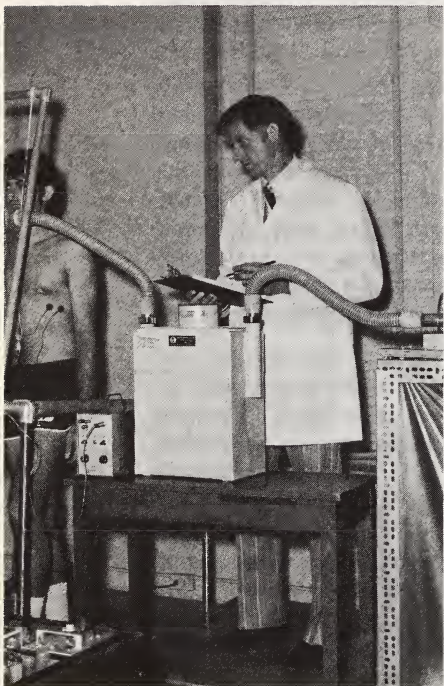
693. **Research Problems (1) to (4).**

695. **Independent Study (1) to (3).**

699. **Thesis (1) to (6).**

HEALTH, PHYSICAL EDUCATION, & RECREATION

PHYSICAL EDUCATION



All students are classified for activity participation by the University Physician. Selection of activities for physical education instruction and recreation must be made on the basis of these recommendations. Motor skill scores, posture evaluations, interests, needs, and previous experience may be used in the guidance of the student in the intelligent choice of activities for instruction and for leisure. A wide range of course offerings is available to students within the limitations of health status recommendations.

Courses to meet University requirement (1:3). 103, Body Mechanics; 104, Basic Activities; 105, Modified Activities; 106, Conditioning; 121, Beginning Badminton; 122, Intermediate Badminton; 123, Softball; 125, Basketball and Softball; 127, Beginning Golf; 129, Beginning Gymnastics; 130, Field Hockey; 131, Recreational Sports; 135, Soccer-Basketball; 136, Wrestling; 137, Speedball; 138, Analysis and Understanding of Activity; 139, Volleyball and Basketball; 141, Lacrosse; 142, Social Dance; 143, Folk Dance; 144, Beginning Ballet; 145, Beginning Modern Dance; 147, Square Dance; 149, Tap Dance;

150, Swimming for Non-Swimmers; 151, Beginning Swimming; 161, Beginning Tennis; 163, Volleyball; 170, Beginning Fencing; 220, Archery; 221, Intermediate Archery; 227, Intermediate Golf; 228, Advanced Golf; 229, Intermediate Gymnastics; 243, Intermediate Folk Dance; 244, Intermediate Ballet; 245, Intermediate Modern Dance; 246, Advanced Ballet; 247, Advanced Modern Dance; 252, Intermediate Swimming (lower); 254, Intermediate Swimming (higher); 256, Advanced Swimming; 258, Life Saving; 259, Water Safety Instructors; 262, Intermediate Tennis; 264, Boating and Canoeing; 266, Beginning Bowling; 267, Intermediate Bowling; 270, Intermediate Fencing.

103. Body Mechanics for the Individual (1:3). Group and individual work in practical body mechanics, the use of the body in everyday activities; posture and relaxation. Particularly recommended for students whose posture examination indicates a need for work in this area.

104. Basic Activities (1:3). Designed for the student who needs additional work in basic fundamental skills as evidenced by the motor skill tests and recommendations of the instructor.

HEALTH, PHYSICAL EDUCATION, & RECREATION

105. **Modified Activities (1:3).** Substituted for regular class work on the advice and recommendation of the University Physician and the Dean of the School for those students for whom a program of light activities is recommended. Recreational activities adapted to the needs of individuals in the group.

Gymnasium Costume

The appropriate attire for Physical Education classes will be recommended at the beginning of each semester determined by the nature of the class for which one registers. Such attire will be available at the University Bookstore with costs ranging from \$13 to \$24.

No swimming suit except a regulation suit may be worn in the swimming pool. This suit is supplied by the School. The suit is laundered by the University after each swimming period.

PHYSICAL EDUCATION

See page 100 for major requirements.

COURSES FOR UNDERGRADUATES

109-110. **Understanding of Movement ($\frac{1}{2}$:1 $\frac{1}{2}$)-(1:1 $\frac{1}{2}$).** A study of human movement as it relates to all phases of physical education. Performance of efficient and effective movement by each individual student in relation to different forms of human movement will be the primary focus. Course experiences will be designed and developed in relation to the concurrent work being taken by the freshman student in the core physical education program. Pr. none; should be taken in conjunction with 111 and 112 whenever possible.

111, 112. **Selected Activities—Core Program (1:5), (1:5).** Gymnastics, soccer-speedball, soccer-flag football (men), folk dance, swimming, basketball, conditioning and body mechanics. Dancers take modern, ballet, ethnic, swimming, tap.

113, 114. **Selected Activities—Elective Program (1:4), (1:4).** Hockey, fencing, small craft, competitive swimming, officiating, Olympic gymnastics, ballet, badminton, rhythmical analysis.

209, 210. **Understanding of Movement ($\frac{1}{2}$:1 $\frac{1}{2}$), ($\frac{1}{2}$:1 $\frac{1}{2}$).** Continuation of the study of human movement as it relates to all phases of physical education. Emphasis continued to be given to the performance of efficient and effective movement by each individual student in relation to different forms of human movement. Course experiences will be designed in relation to the concurrent work being taken by the sophomore student in the core physical education program. Pr. none; should be taken in conjunction with 211 and 212 whenever possible.

HEALTH, PHYSICAL EDUCATION, & RECREATION

211, 212. Selected Activities—Core Program (1:5), (1:5). Track and field, tennis, conditioning and body mechanics, modern dance, wrestling and baseball (men), volleyball, golf. Dancers take modern, ballet, folk, tennis, ethnic, volleyball or golf.

213, 214. Selected Activities—Elective Program (1:4), (1:4). Educational gymnastics, bowling, self-defense, snow skiing, officiating, softball, archery, lacrosse, synchronized swimming. Intermediate modern dance, advanced modern dance, intermediate folk dance, life saving, and water safety instructors may be taken in the general University program.

215. Elementary School Physical Education (2:1:3). An examination of the scope of physical education in today's modern elementary school with particular emphasis on its relationship to the total educational experience. Extensive opportunity for first-hand experience in schools with children of various backgrounds. Pr. 109-110 or by consent of the instructor.

216. Secondary School Physical Education (2:1:3). A focus on the development of movement concepts related to secondary school physical education. Emphasis on developing concepts of movement skills as related to games/sports, dance, and gymnastics. A study of the secondary school student and the physical education program as it relates to the total educational experience. Major part of course will be direct exposure with the secondary school student. Extensive observation opportunities will be provided. Pr. 213 or by consent of instructor.

241. Playground Organization and Management (3:3). Organization and leadership techniques of teaching playground games, lead-up games to team sports, stunts, relays, and safety. Includes programming for and construction of school and community playgrounds. Observations of playground activities and physical education for Grades I-VI.

250. Dance Company (1:0:3). Available to members of the dance company and to students interested in any phase of dance performance. Membership in the company is open to all students by auditions which are held prior to each semester and by dance faculty permission. Students interested in production must have the permission of the director of Dance Company. May not be taken to fulfill the requirement in physical education. May be repeated for credit.

334. Camp Leadership (1:1). Lectures, discussions, observations, and required readings on camp program, camp organization and administration, and the place of camping in the educational program.

336. Improvisations in Dance (1:2). Open only to students who have completed two semesters of the Modern Dance or who can demonstrate the necessary skill.

337. Waterfront Supervision (1:2). Open only to students who can present the requisite skill in swimming. Designed for students interested in camp counselorships and summer recreational programs. Red Cross certification.

HEALTH, PHYSICAL EDUCATION, & RECREATION

338. Sports Organization and Management: Tennis (1:1). Designed especially for recreation leaders, camp counselors, high school teachers, and social workers. Fundamentals of coaching and standards of tournament play with emphasis on the values of health protection and ethics of sportsmanship.

339. Sports Organization and Management: Volleyball and Basketball (2:2). Adapted to meet the needs of recreation leaders, high school teachers, and camp counselors. Fundamentals of coaching and officiating in team sports.

340. Sports Organization and Management: Recreational Sports and Softball (2:2). Adapted to meet the needs of recreational leaders, high school teachers, and camp counselors. Fundamentals of coaching and officiating in team sports and organization and management of recreational games.

341. Principles and Procedures in Physical Education (3:3). Integration of principles in general education, and physical education for Grades I to VI.

342. Social, Folk and Country Dance (2:2). A study of the national characteristics of music, costumes, dances, and folk arts. Designed for the high school teacher, community worker, or recreation leader.

343. Festivals for School and Community (1:1). A study of traditional folk festivals and their adaptation to school and community use. Each student is required to write one festival based on the semester's study. The student should have had one semester in folk dances.

334. Community Recreation (3:2:3). The philosophy of recreation; program planning for various types of groups, practice teaching in social recreation; and observation in local community programs. Designed especially for recreational leaders, camp counselors, Girl Scout executives, county home demonstration agents, and social workers.

345. Elementary Dance Composition (2:2). Includes the study of the rhythmic and musical bases of dances, the elements of art and theatre in the structure of dances.

346. Intermediate Dance Composition (2:2). Includes the study of space and design elements as used in dance and as similarly used in other arts.

348. The Dance Curriculum (2:2). Evaluating and grading dance materials. Teaching methods in modern dance, folk, tap, American country, and social dance. The administration of the dance curriculum and the organization and problems of the dance production.

349. Movement for the Stage (2:4). The study of movement for the stage examining and applying the theories of movement and the metakinetic process. Emphasis will be placed on development of movement roles within various styles of the theatre. Pr. 145 or 245 and Drama Speech 251 or by consent of instructor.

351. Principles of Physical Education, Health Education, and Recreation (3:2:3). Study and analysis of the biological, sociological, psychological,

HEALTH, PHYSICAL EDUCATION, & RECREATION

educational, and philosophical foundations of physical education and health including the definition, relationship, and application of principles of the teaching of physical education. Determination of the aim and objectives of physical education.

354. History and Theory of the Dance (3:3). The history and motivation of dance from primitive through present times. Study of theories of leading dancers from the beginning of theatrical dance through modern times. (H).

355. Applied Dance (2:1:3). A coordinating course designed to increase skill in technique and the use of related art materials. May be repeated for credit.

356. Applied Dance (2:1:3). Continuation of first semester course in which advanced skill and maturity in the selection and use of materials should be demonstrated. May be repeated for credit.

359. Skill Advancement in Selected Activities (2:6). 1. Elementary—opportunity to develop personal skill in the following areas: educational gymnastics, creative dance, and manipulative abilities leading toward and applied to self-designed and pre-structured games. 2. Secondary—opportunity to advance personal skill in the following areas: basketball, volleyball, tennis, and golf. General officiating techniques and principles offered with emphasis on practical aspects of officiating certain sports. For dance: modern, ballet, and ethnic dance for majors in dance with selected sports for dance education majors.

360. Curriculum and the Nature of Teaching (4:8). Planning and organizing for teaching at the elementary and secondary level. Special emphasis is given to: analysis of the teaching-learning process, selection and development of appropriate content. Observation and teaching opportunities are provided within class and in cooperation with the public schools. Required also of dance education majors. Pr. 215, 216, and 351 or by consent of the instructor.

376. Kinesiology (3:3). Analysis of human motion. Study of joint and muscle function, mechanical principles governing human motion. Anatomic and mechanical analysis of physical education activities, basic skills, and posture.

381. Special Physical Education (3:3). An examination of the role of sport, play, and movement in the education of handicapped individuals in a school setting with special emphasis on learning problems associated with mental, emotional, sensory, or motor handicap. Pr. junior standing or with consent of instructor.

390. Practicum I (3:9). Supervised opportunities for professional laboratory experiences with agencies, organizations, or in civic and community centers. Open to students in recreation, dance, adapted physical education, and physical education. Not open to students seeking teacher certification.

HEALTH, PHYSICAL EDUCATION, & RECREATION

449. Seminar in Health, Physical Education, and Recreation (2:2). The course is designed to coordinate the work of the student and to serve as a guide in the coordination of interpretations, philosophy, and understandings in modern physical education.

460. Observation and Participation in Health and Physical Education (2:2). Analysis of observation and participation techniques. Observation of pupils, class activities, and teaching methods. Participation in teaching-learning process. Practical experience in observation and participation in public schools on the elementary and secondary levels under guidance of cooperating teacher. Pr. 241, 351, 360, or with approval of Dean.

461, 462. Student Teaching in Health and Physical Education (3), (3). Techniques of teaching health and physical education under supervision. Full-time teaching in the city schools and/or teaching centers in the state. Admission by application only. Acceptance contingent upon approval of Dean.

464. Administration of Health, Physical Education, and Recreation (2:2). A study of the administration of physical education in secondary schools and colleges, with special reference to the problems of the administrator in the conduct of the integrated program of physical education, health, and recreation.

465. Preventive and Corrective Physical Education (2:3). The study of the preventive and corrective programs in physical education. Organization and techniques of the physical examination. The study of body mechanics, corrective exercises, relaxation, and massage. Preparation for teaching preventive and corrective physical education.

468. Evaluation and Measurement in Health, Physical Education, and Recreation (3:3). Survey of tests and the application of measurement in physical education including related areas of health and recreation. Elementary testing procedures.

469. The Co-Curricular Program in Physical Education (2:5). 1. Elementary—a study of the administration, organization of a co-curricular program which is consistent with the goals of today's modern elementary schools. Includes an in-depth study of games as they relate to child development and societal demands. 2. Secondary—techniques of coaching and the conduct of the intramural program. The philosophical, psychological, and conditioning aspects of coaching will be considered. Emphasis on development of selected strategies and specific coaching techniques. Men majors will have specific coaching methods in football and basketball. A study of the organization and administration, historical and philosophical concepts in the conduct of the intramural program. Play days, sports days, special events, co-recreational activities will be studied in relation to the levels of participation. Laboratory experiences in coaching. Dancers taken modern, ballet, production.

HEALTH, PHYSICAL EDUCATION, & RECREATION

470. Specialized Methodology in Physical Education (2:4). 1. Elementary—the practical application of advanced teaching techniques of games/sports, educational gymnastics, and dance (creative, folk) to children in grades K-6; also, a study of different philosophical positions relative to the teaching of elementary school physical education. 2. Secondary—The focus of this course is on the principles of motor learning as related to specific methods of teaching the secondary school student. Other concepts of teaching on the secondary level such as contract teaching, systems-approach, conceptual approach, independent study, etc., are emphasized. General concepts of humanizing the secondary school are discussed. Men: advanced techniques and methods of coaching baseball and track and field. Dancers take modern, ballet, ethnic, methodology.

475. Independent Study (1 to 3). Intensive work in an area of special interest in physical education, health education, recreation, or dance. Available to the qualified student on the recommendation of the academic adviser and the instructor. Pr. demonstrated competency for independent work and consent of the academic adviser and the instructor.

476. Problems Seminar (2:2). A general survey of current problems in the fields of physical education. The course will provide an opportunity for the student to specialize in a problem of his choice. The emphasis of the problem shall be in dance, body mechanics, recreation, or teacher education.

480. Research in Human Movement (3). An introduction to procedures in descriptive, experimental, historical, and philosophical research as used in the study of human movement with specific emphasis on those studies related to physical education. Tools used in data collection and processing and interpreting the findings of research are also topics included. Pr. 351 and at least junior standing.

490. Practicum II (3). Supervised laboratory experiences, observations, participation, and appropriate work experience in a full-time assignment for a limited portion of the semester. Open to students in recreation, dance, adapted physical education, and physical education. Not open to students seeking teacher certification.

493-494. Honors Work (3:3)-(3:3).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

506. Sports in the Twelve-Year Program (3:3). A sports practicum designed to meet the needs of teachers of sports in the twelve-year program. Emphasis determined by needs and interests of students enrolled.

511. Prevention and Treatment of Athletic Injuries (2:1:2). A course designed to provide knowledge and skills to aid in the prevention and treatment of injuries common to athletes. Emphasis on prevention and reconditioning programs.

HEALTH, PHYSICAL EDUCATION, & RECREATION

522. Anthropological Bases of Dance (2:2) or (3:3). A study of the dances of the primitive and developed cultures. Folk, court dances, and ballet as expressions of social forms and cultures. (H).

523. Dance of the Twentieth Century (2:2) or (3:3). Development and trends of the various types of dance; their relationship to older social forms and cultures; to developments in the other arts today and to our present-day social pattern. (H).

524. Survey of Contemporary Dancers (3:3). A study of the personal approaches and techniques as illustrative of the theories of leading modern dancers.

529. Dance Notation (3:3). Development of the ability to read and write Dance Notation and the construction of a score for an original piece of choreography.

530. Recreational Crafts (2:2) or (3:3). Organization of crafts program and practical experience in the use of various craft materials.

551. Movement Experiences in Early Childhood (3). A study of movement and its significance to the total development of a child from 4 to 8 years. Movement will be considered first as a developmental human process and then in relation to creative dance, gymnastics, games, and everyday tasks. The selection and sequential development of movement experiences will be based upon current knowledge about movement, child development, and learning. Pr. graduate standing in appropriate major or consent of instructor.

552. Outdoor Education (2:2). A preparation of leaders in the administration and guidance of school camping and outdoor education programs with special emphasis on programming, the acquisition of skill techniques, and administrative problems.

553. Organization and Administration of Recreation (2:2). A study and general survey of programs in recreation, with special emphasis on the problems which arise in planning the program.

557. The Adapted Program in Physical Education (2:2). A survey of the related problems with special emphasis on advanced techniques for teaching body mechanics at different age levels.

563. The History of Physical Education (2:2). The historical development of physical education, with special emphasis on the educational philosophies of each era and influences of these philosophies on current practices in physical education.

564. American Physical Education (3:3). The history of the American pattern of physical education from 1889 to the present. Emphases placed on influential, long-term concepts regarding play, fitness, and movement.

HEALTH, PHYSICAL EDUCATION, & RECREATION

571. **Physical Education for the Handicapped (3:3).** Study of the physical education program for the emotionally, mentally, socially, and physically handicapped. Individual study in related problems. Observations of conditions through visits to orthopedic hospitals, to clinics and schools.

COURSES FOR GRADUATES

- 606. **Workshops in Physical Education (1 to 3).**
- 610. **Statistics for Research in Health, Physical Education, and Recreation (3:3).**
- 611. **Introduction to Research in Physical Education (3:3).**
- 612. **Research Seminar (3:3).**
- 613. **Advanced Principles and Philosophy of Physical Education (3:3).**
- 614. **Professional Literature (2:2) or (3:3).**
- 615. **Visual Aids in Physical Education (2:2).**
- 616. **Problems in Organization and Administration (2:2).**
- 617. **Current Theories and Practices of Teaching Sports (2:2).**
- 618. **Current Theories and Practices of Teaching Sports (2:2).**
- 620. **Rhythmical Analysis (3:3).**
- 621. **Administration of the Dance Curriculum (3:3).**
- 631. **Leadership, Organization, and Administration for Camping (2:2) or (3:3).**
- 643. **Mechanical Analysis of Motor Skills (3:3).**
- 644. **Psychological Aspects of Sports (3).**
- 645. **The Behavioral Bases of Physical Education (3:3).**
- 648. **Learning and Performance of Physical Skills (3).**
- 649. **Seminar in Health, Physical Education, and Recreation (3:3).**
- 650. **Scientific Bases of Physical Education (3:3).**
- 651. **Sports Seminar (2:2) or (3:3).**
- 652. **Curriculum Development in Physical Education (3:3).**
- 654. **Seminar in Curriculum Development in Physical Education (3:3).**
- 658. **Physical Skill Learning and Performance Laboratory I (2:0:4).**
- 661. **Movement Theory (3:3).**

HISTORY

- 662. Movement in Dance and Sports (2:2) or (3:3).
- 663. Supervision of Physical Education (3:3).
- 668. Evaluation and Measurement in Physical Education (2:2) or (3:3).
- 676. Problems Seminar (3).
- 680. Seminar in Dance Education (3:3).
- 685. Choreography for Solo and Duet Dances (3:3).
- 686. Choreography for Large Groups and Long Dances (3:3).
- 690. Experimentation and Analysis (3:3).
- 693. Research Problems (1 to 4).
- 695. Independent Study (1 to 3).
- 699. Thesis (1 to 6).
- 750. Colloquy in Physical Education (3:3).
- 799. Dissertation (1 to 16).

DEPARTMENT OF HISTORY

Professors BARDOLPH (Head of the Department)¹, TRELEASE (Acting Head of the Department)², BEELER, BURROWS³, CURRENT, MACKENZIE, PARKER, PFAFF, WRIGHT; Associate Professors CALHOON, CLOWSE, HEGE⁴, MATHEWS, ROBINSON, SAAB, SCHLEUNES; Assistant Professors COOLEY, GORDON, LUCZYNSKI, MELTON, SCHANTZ; Instructors BARRETT, BOYD, CASSELL, FRANZONI, McFADYEN, PRUITT, SCHWENINGER; Lecturer PLANCK.

A student majoring in history must take at least 30 hours of history, which may include 6 hours at the 100 level. Under University rules, no more than 42 hours of history may be counted if the student takes 6 hours at the 100 level, or 36 hours maximum if all work is at the 200 level or above.

The department divides its undergraduate offerings into three groups or fields, embracing Europe, the United States, and the remainder of the world, respectively. To insure that every major has breadth in his program, he must take at least 6 hours from each of the three groups, a total of 18 hours. The remaining history courses may be taken from the department's 200, 300, and 400 level offerings without restrictions as to field.

¹On leave, 1971-1972.

²1971-1972.

³Visiting Exchange Professor, 1971-1972.

⁴First semester, 1971-1972.

HISTORY

All 200-level courses are open to freshmen, and all 300-level ones are open to sophomores.

COURSES FOR UNDERGRADUATES

101, 102. Modern European History (3:3), (3:3). Since 1500, with backgrounds in ancient and medieval Europe. Staff. (SBS).

107, 108. World History (3:3), (3:3). The rise of the modern world, with background in European history since 1500, and the interaction of the West with other areas of the world. First semester to about 1850; second semester 1850 to the present. Staff. (SBS).

109. The Ancient World (3:3). An introduction to early civilizations: Near Eastern, Egyptian, Greek, and Roman to the Reign of Constantine. Mr. Barrett. (SBS).

110. Medieval Civilization (3:3). A survey of European civilization from the beginning of the fourth century to the end of the fifteenth, with major emphasis on political, institutional, and social development. Mr. Beeler. (SBS).

111, 112. History of Science (3:3), (3:3). History of science in Europe and America, 1500 to the present. Pure and applied science, technology, medicine, psychology, armaments will be among the topics considered. First semester 1500 to 1800; second semester since 1800. Mrs. Saab. (SBS).

113, 114. The World in the Twentieth Century (3:3), (3:3). Major developments which have shaped the contemporary world, with emphasis on the two world wars, the Russian and Chinese revolutions, the emergence of a third world of new nations, and the impact of modernization and mass culture. First semester 1900 to 1939; second semester since 1939. Staff. (SBS).

205, 206. The World in Our Time (3:3), (3:3). A survey of world developments since 1945. First semester: International organizations and larger nations. Second semester: Smaller nations. Formerly 105, 106. Mr. Parker. (SBS).

211, 212. The United States: A General Survey (3:3), (3:3). First semester: to 1865. Second semester: since 1865. Staff. (SBS).

215. The Civilizations of Asia (3:3). A survey of the history, institutions, and culture of India, China, and Japan, from earliest times to about 1700. Limited reference to Southeast Asia, Central Asia, and Korea. Mr. Wright, Mr. Cooley. (SBS).

216. The Civilizations of Asia (3:3). A study of the impact of the West on Asia, and Asia's response; the development of nationalism and Communism. The focus is on India, China, and Japan in the nineteenth and twentieth centuries. Mr. Wright, Mr. Cooley. (SBS).

HISTORY

228. History of Africa (3:3). Major developments in the history of Africa with emphasis on sub-Sahara Africa; early civilizations and institutions, colonial Africa, Africa since 1945. (SBS).

239. Latin America to 1800 (3:3). The American Indians; the coming of the Europeans and Africans; the European colonies. Mr. Parker. (SBS).

240. Latin America since 1800 (3:3). The struggle for political independence; political freedom and its problems; the new struggle for economic independence. Mr. Parker. (SBS).

273. English History to 1660 (3:3). Origins and evolution of English culture and the English constitution. Mr. Melton. (SBS).

274. English History since 1660 (3:3). A continuation of 273 but designed for those who wish to take the course separately. Mr. Melton. (SBS).

277. Russian History to 1900 (3:3). An introduction to the old Russia of Kiev and Muscovy, followed by a more intensive survey of the eighteenth and nineteenth centuries. Mr. MacKenzie. (SBS).

278. Russian History since 1900 (3:3). The end of the Tsarist Empire, the revolution of 1917 and its aftermath, the Soviet Union under Stalin, and recent developments. Mr. MacKenzie. (SBS).

291. Germany and Central Europe to 1815 (3:3). A study of the main political, economic, and cultural developments, with special emphasis on basic factors and problems in German history, from the origins to 1815. Formerly 391. Mr. Schleunes. (SBS).

292. Germany and Central Europe, from 1815 to the Present (3:3). A continuation of History 391, but may be taken separately. Special emphasis is given to the "German problem" and contemporary Germany. Formerly 392. Mr. Schleunes. (SBS).

301, 302. Afro-American History: A Survey (3:3), (3:3). A study of the Afro-American experience in the United States, from the African backgrounds to the present day. First semester to 1865; second semester since 1865. Each course may be taken separately. Mr. Schweninger. (SBS).

305. Selected Contemporary Problems Historically Considered (3). A study of selected topics in history which can be incorporated into standard high school history courses. Miss Gordon. (SBS).

337. The American Colonies, 1607-1763 (3:3). A survey of the political, economic, social, cultural, religious, and intellectual beginnings of American society. Mr. Clowse. (SBS).

338. South America (3:3). Historical development of the continent of South America with emphasis on twentieth century politics. Mr. Parker. (SBS).

HISTORY

339. Revolutionary and Early National America, 1763-1815 (3:3). A survey of American history from 1763-1815; the pre-Revolutionary movement, War for Independence, Confederation, drafting and ratification of the Constitution, Federalist era, and Jeffersonian democracy. Mr. Calhoun.

342. The United States, 1890-1920 (3:3). An exploration of American society during the first years of our own time, focusing on the impact of industrialization, urbanization, and world involvement. Progressivism—its origins, aspirations, and accomplishments—will be examined with particular care. Mrs. Mathews. (SBS).

343. North Carolina to 1816 (3:3). Mr. Robinson. (SBS).

344. North Carolina since 1816 (3:3). Mr. Robinson. (SBS).

348. The United States, 1920-1945 (3:3). An exploration of American society in prosperity, depression, and war, focusing on such critical issues as the rise of a mass-production—mass-consumption economy, cultural cleavage and nostalgia, the depression and its effects on the economy, politics, and culture. Mrs. Mathews. (SBS).

351. History of Greece, 2000-323 B.C. (3:3). A history of the social, economic, and political organization of Greece with consideration of the Bronze Age, colonization and tyranny, and Athens and Sparta in the fifth century B.C. Mr. Barrett. (SBS).

352. History of Rome, 754 B.C. to 337 A.D. (3:3). A history of the Roman Republic and Empire with emphasis on the social, economic, political, and military problems which caused the "decline and fall" of the Republic and later the Empire. Mr. Barrett. (SBS).

355. The Renaissance (3:3). A study of the background, causes, and progress of the intellectual and cultural movements in Europe in the fourteenth, fifteenth, and sixteenth centuries. Mr. Planck. (SBS).

356. The Reformation (3:3). A study of the Reformation period in European History. Mr. Planck. (SBS).

381. The Near and Middle East (3:3). Emphasizing developments since World War I. Mr. Wright. (SBS).

383. Chinese History to 1800 (3:3). Early Chinese Civilization; the Imperial Period: the first dynasties; Early Modern China. Mr. Cooley. (SBS).

384. The Modern Transformation of China: 1800 to Present Day (3:3). The Coming of the Europeans; the Decline of Imperial Institutions to 1870; Western Impact and Chinese Reforms, 1870-1945; Contemporary China. Mr. Cooley. (SBS).

401, 402. Individual Study (1 to 3). A directed program of reading or research. Available to the qualified student upon the recommendation of an instructor. Staff. (SBS).

408. **Problems of Latin America (3:3).** Dictatorship in government, colonialism in the economy, illiteracy in society, church-state relationships, role of the Indian, and hemispheric cooperation, presented against their historical background. Formerly 502. Mr. Parker. (SBS).
410. **Historiography (3:3).** The history of historical thought and practice from ancient times to the present. Readings in the major historians through the nineteenth century; the philosophy of history; the development of history as a profession. Formerly 610. Mr. Trelease. (SBS).
415. **American Diplomatic History: The Twentieth Century (3:3).** Emphasis on the most important crises and the making of basic policy decisions from the Spanish American War to the present. Mr. Current. (SBS).
426. **The Civil War and Reconstruction (3:3).** Mr. Current. (SBS).
433. **The Age of Jackson (3:3).** The major issues and events in American domestic history and foreign relations from 1815 to 1848. Mr. Trelease. (SBS).
434. **The American Revolution, 1763-1789 (3:3).** Colonial social structure, organization of the Empire, the role of ideology, the War for Independence, politics of the new nation, the drafting and ratification of the new Constitution. Formerly 334. Mr. Calhoun. (SBS).
437. **The American Colonial Period, 1607-1763 (3:3).** A study of selected topics pertaining to the development of the colonies to the eve of the American Revolution. Mr. Clowse. (SBS).
439. **The United States since World War II (3:3).** An exploration of recent American society, focusing on such critical issues as McCarthyism, the rise of the radical right, the civil rights struggle, the new feminism, and student radicalism. Mrs. Mathews. (SBS).
440. **Middle America (3:3).** Historical development of Mexico, Central America, and the West Indies, with emphasis on twentieth century politics. Mr. Parker. (SBS).
441. **The United States and Latin America (3:3).** Hemispheric relationships and problems from independence to twentieth century alliance. Mr. Parker. (SBS).
442. **Central American Civilization (3:3).** The history of Central America in all of its aspects, emphasizing interrelationships between the structure of society and politics. Mr. Parker. (SBS).
446. **The Old South (3:3).** An interpretation of political, economic, social, and cultural forces in the evolution of the pre-Civil War South, emphasis being placed on the period from 1820-1860. Mr. Trelease. (SBS).
447. **The New South (3:3).** A study of Southern history from the end of Reconstruction to the present with consideration of contemporary regional problems. The South will be studied in both relationship and contrast to national development. Mr. Trelease. (SBS).

HISTORY

449. **Social and Cultural Forces in the United States to 1865 (3:3).** The development of American society, with emphasis on the life of the people and the influence of changing religious, intellectual, aesthetic, literary, social, and economic currents. Mr. Bardolph. (SBS).

450. **Social and Cultural Forces in the United States since 1865 (3:3).** A continuation of History 449 but also open to those who wish to take the course separately. Mrs. Mathews. (SBS).

454. **Europe in the Middle Ages: 300-1050 A.D. (3:3).** From the time of Constantine to the reforms of Hildebrand. Emphasis upon the political, social, cultural, economic, and military institutions of medieval Europe. Mr. Beeler. (SBS).

455. **Europe in the Middle Ages: 1050-1494 A.D. (3:3).** From the papacy of Hildebrand to the French invasion of Italy. Emphasis upon the political, social, cultural, economic, and military institutions of medieval Europe. Mr. Beeler. (SBS).

461. **The Age of Absolutism (3:3).** Europe 1648-1789, emphasis on French history; Louis XIV; eighteenth century enlightened monarchs; the Old Regime; background of the French Revolution. Mr. Planck. (SBS).

465. **Europe, 1815-1870 (3:3).** Political, diplomatic, economic, and social developments in Europe, including England. Mrs. Saab. (SBS).

466. **Europe since 1920 (3:3).** Domestic developments, internal politics, and the international relations of the major countries of Europe, from the Treaty of Versailles to the present. Mr. Luczynski. (SBS).

468. **The French Revolution and Napoleon (3:3).** The struggle for social, economic, and political democracy during the Revolution and the advancement or negation of progress toward those goals under Napoleon. Mr. Planck. (SBS).

469. **Europe in the Nineteenth Century (3:3).** Emphasis will be placed upon social, cultural, and intellectual history. Works of leading thinkers will be read and discussed. Mr. Pfaff. (SBS).

470. **Europe in the Twentieth Century (3:3).** A continuation of 469 but may be taken separately. Mr. Pfaff. (SBS).

473. **German History, 1914-1945 (3:3).** An examination of German social and political structures and their functioning during World War I, the Weimar Republic, and the Third Reich with attendant emphasis upon cultural and intellectual themes. Mr. Schleunes. (SBS).

479. **Russia in World Politics since 1850 (3:3).** Major problems in Russian and Soviet foreign relations since the Crimean War. Pr. one semester of Russian history or by permission. Mr. MacKenzie. (SBS).

480. **Radicalism and Revolution in Russia, 1773-1921 (3:3).** Russian radical and revolutionary movements and organizations, 1773-1921, in theory and

HISTORY

practice. Pr. one semester of Russian history or by permission. Mr. MacKenzie. (SBS).

481. **Tudor and Stuart England, 1485-1714 (3:3).** English society, government and economics in the sixteenth and seventeenth centuries; impact of religious changes, the expansion of England; problems of the revolutions and emergence as a great power. Mr. Melton. (SBS).

482. **England from the Eighteenth Century to the Present (3:3).** Development of English society; political, economic, and social evolutions. Mr. Melton. (SBS).

484. **Contemporary Far East History (3:3).** The contemporary Far East. Emphasis on China and Japan. Great stress will be put on an analysis of problems of a comparative nature. Pr. one course in Asian civilization or Chinese history or consent of instructor. Mr. Wright. (SBS).

493-494. **Honors Work (3:3)-(3:3).** (SBS).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

503. **Main Currents in Western Civilization: The Twentieth Century (2:2).** Trends in interrelationships in major aspects of contemporary culture. Discussion of principal alternatives confronting Western man. Readings in the works of leading thinkers of our time. Staff. (SBS).

517. **A History of American Economic Development: Early Seventeenth Century to the 1890's (3:3).** Studies the evolution of the American economy from colonial origins to the 1890's with emphasis on the post-1790 period. Stresses growth of a national market, spreading division of labor, and deepening of investment. Pr. Economics 211 or 325 and 6 semester hours of work in history, or consent of the instructor. Same as Economics 517. (SBS).

518. **A History of American Economic Development: 1890's to Present (3:3).** Studies the evolution of the American economy from the 1890's to the post-World War II era. Emphasis is placed upon economic performance through time measured against the goals of full employment, price stability, and a high rate of growth. Follows 517 but may be taken without prior enrollment in 517. Pr. Economics 211 or 325 and 6 semester hours of work in history, or consent of the instructor. Same as Economics 518. (SBS).

521. **A History of European Economic Development: Medieval Origins to C. 1800 (3:3).** Examines the evolution of Europe's principal economic institutions from the disintegration of the ancient world to the beginning of the nineteenth century. Sources of economic progress such as the extension of trade, spreading division of labor, and deepening of investment are stressed. Heavy emphasis upon the developing nation-states of Western Europe, particularly Italy, the Low Countries, France, and England. Pr.

HISTORY

Economics 211 or 325 and 6 semester hours of work in history, or consent of the instructor. Same as Economics 521. (SBS).

522. A History of European Economic Development: C. 1800 to Present (3:3). Surveys significant economic developments in various European nations from the early nineteenth century to the present. Trends in income distribution among productive factors and by size, patterns of product use, growing international interdependence, and the role of innovation in economic growth are investigated through detailed comparative analysis. Heavy emphasis upon Great Britain, France, and in the twentieth century the U.S.S.R. Follows 521 but may be taken without prior enrollment in 521. Pr. Economics 211 or 325 and 6 semester hours of work in history, or consent of the instructor. Same as Economics 522. (SBS).

528. Constitutional History of the United States (3:3). A study of the leading principles and practices of American government, examined in their historical context and illustrated by Supreme Court cases in Constitutional law. Miss Hunt. (SBS).

529. Civil Liberties and the Judicial Process (3:3). A study of the historical development of leading judicial doctrines of civil liberties and civil rights in the United States with particular emphasis on the interplay of philosophical, social, and political factors involved in the Supreme Court decisions in this field. Miss Hunt. (SBS).

571. Political Theory (3:3). The works of leading thinkers from ancient times to the nineteenth century. Staff. (SBS).

572. Political Theory (3:3). The nineteenth and twentieth centuries. A continuation of History (Political Science) 571 but may be taken separately. Staff. (SBS).

599a. Political and Social History of North Carolina to 1816 (2:2). Political and social history of North Carolina to 1816, with emphasis on the major trends in its development. Mr. Robinson. (SBS).

b. Political and Social History of North Carolina from 1816 to 1966 (2:2). A survey of the political, social, economic, and cultural development of North Carolina in the last century and a half. Mr. Robinson. (SBS).

¹Same as Political Science 528. Major students in either history or political science who take History (Political Science) 528 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

²Same as Political Science 529. Major students in either history or political science who take History (Political Science) 529 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

³Same as Political Science 571. Major students in either history or political science who take History (Political Science) 571 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

⁴Same as Political Science 572. Major students in either history or political science who take History (Political Science) 572 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

COURSES FOR GRADUATES

- 508. Problems of Latin America (4). Formerly 502.
- 510. Historiography (4). Formerly 610.
- 515. American Diplomatic History: The Twentieth Century (4).
- 526. The Civil War and Reconstruction (4).
- 533. The Age of Jackson (4).
- 534. The American Revolution, 1763-1789 (4). Formerly 334.
- 537. The American Colonial Period, 1607-1763 (4).
- 539. The United States since World War II (4).
- 540. Middle America (4).
- 541. The United States and Latin America (4).
- 542. Central American Civilization (4).
- 546. The Old South (4).
- 547. The New South (4).
- 549. Social and Cultural Forces in the United States to 1865 (4).
- 550. Social and Cultural Forces in the United States since 1865 (4).
- 554. Europe in the Middle Ages: 300-1050 A.D. (4).
- 555. Europe in the Middle Ages: 1050-1494 A.D. (4).
- 561. The Age of Absolutism (4).
- 565. Europe 1815-1870 (4).
- 566. Europe since 1920 (4).
- 568. The French Revolution and Napoleon (4).
- 569. Europe in the Nineteenth Century (4).
- 570. Europe in the Twentieth Century (4).
- 573. German History, 1914-1945 (4).
- 579. Russia in World Politics since 1850 (4).
- 580. Radicalism and Revolution in Russia, 1773-1921 (4).
- 581. Tudor and Stuart England, 1485-1714 (4).
- 582. England from the Eighteenth Century to the Present (4).
- 584. Contemporary Far East History (4).
- 601. Seminar in European History: before 1815 (4).
- 602. Seminar in European History: since 1815 (4).
- 609. Colloquium in American History: to 1865 (4).

HOME ECONOMICS

- 610. Colloquium in American History: since 1865 (4).
- 611. Seminar in American History: before 1865 (4).
- 612. Seminar in American History: since 1865 (4).
- 613. Problems in American History for Teachers of American History Survey Courses (4).
- 621. Colloquium in European History before 1815 (4).
- 622. Colloquium in European History since 1815 (4).
- 697. Directed Reading (1 to 4).
- 699. Thesis (4 to 8).

SCHOOL OF HOME ECONOMICS

See page 107 for major requirements.

COURSES FOR UNDERGRADUATES

- 101. Clothing Construction and Selection (3:1:6). Basic principles of construction, selection, care and management in clothing the family.
- 103. Food Selection and Preparation (3:2:3). Basic scientific principles of food preparation with emphasis on standards of selection, purchasing, preparation, storage, and preservation.
- 105. Orientation (0:1). Purposes of education for home and family living; development of home economics and survey of professional opportunities; planning for development of personal and professional proficiencies. Required of all freshman majors and sophomore transfers.
- 121. Clothing Selection and Construction for the Consumer (3:2:3). A course designed to meet the needs of those students who have had broad experiences in clothing construction at the high school level. (For freshmen passing placement test.)
- 205. The House and Its Furnishings (3:2:3). Planning and furnishing a livable home in relation to use, economy, beauty, and individuality. Laboratory experiences. Pr. or concurrently Art 105, 140, or 190.
- 212. Developmental Patterns of the Family (3:3). The study of the developmental characteristics, behavior and interpersonal relations among family members in the various stages of the family life cycle.
- 213. Nutrition (3:3). Basic principles of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. Pr. or parallel one year of science.

HOME ECONOMICS

- 223. Dietetics and Nutrition Laboratory (1:0:3).** Laboratory exercises in dietetics and nutrition designed to supplement the lecture material received in 213. Pr. 213 (may be taken concurrently).
- 301. Dress Design and Construction I (3:1:6).** Interrelated factors in fitting, flat-pattern design, and clothing construction. Pr. 101 and Art 140 or approved equivalents.
- 302. Child Development (3:2:3).** Development of the young child. Observation in the nursery school is required.
- 303. Meal Management (3:2:3).** The planning, marketing, storing, preparing, and serving of food for family meals and special functions at different cost levels. Pr. 103 or approved equivalent.
- 305. Functional Interior Design (3:1:6).** Space requirements for family living executed into interior designs. Pr. 205.
- 311. Dress Design and Construction II (3:2:3).** A study of aesthetic, psychological, and socio-economic aspects of applied clothing design. Pr. 101 and Art 140 or approved equivalents.
- 313. Nutrition and Dietetics (3:2:3).** Principles of nutrition; application to the planning of adequate dietaries for normal individuals and family groups of different economic levels. Pr. or parallel one year of science.
- 341. Textiles (3:2:3).** Study of textiles from raw materials through manufacturing and finishing of fabrics as related to quality and performance of fabrics.
- 345. Home Furnishings Laboratory (2:0:6).** Study of construction and materials in furnishings and window treatments relative to quality and cost. Pr. 341.
- 351. Clothing Selection and Care (3:3).** Factors influencing the acquisition of clothing to include selection in relation to personal attributes, aspects of textiles for the consumer, and guides to satisfying buymanship and use practices.
- 353. Food Preparation and Meal Service (3:2:3).** The selection, purchase, storage, and preparation of food; the planning and serving of meals for different occasions at varying cost levels. Planned primarily for other than home economics majors.
- 355. Planning and Furnishing the House (3:3).** The house as the immediate environment for living. The design of interior and exterior public, private, and work zones in relation to structural and site limitations. Not open to students who have enrolled in 205.
- 357. Curriculum and Teaching Methods in Home Economics (3:3).** Principles of education applied to curriculum and methods of teaching home economics. Pr. Psychology 221 or by consent of instructor.

HOME ECONOMICS

401. **Special Problems in Home Economics** (1 to 4). Conference hours to be arranged.

405. **Home Management House Residence** (2). Application of principles of management through residence in the home management house. Group conferences. Course completed in nine weeks. For senior home economics majors.

412. **Family Relations** (3:3). Relationships of parents and children as they are affected by modern living. Research, case study materials and theories relative to decision making by families in the different stages of the life cycle will be studied.

446. **Family Economics and Management** (3:3). The management of resources by individuals and families in relation to human needs, goals, and values.

461. **Fashion Apparel Fundamentals** (3:3). Fashion apparel as a social and economic force. How the fashion market functions; American and foreign designers; the fashion merchandiser; leading markets; merchandise promotion. Pr. Economics 211 or the equivalent.

462. **Supervised Teaching in the Nursery School** (3:1:8). Planned experiences under supervision for the student teaching of preschool children enrolled in the Nursery School. Pr. Psychology 221, Home Economics 302 and 532 or consent of instructor.

467. **Supervised Teaching in Home Economics** (6). Provides experiences required for certification of home economics teachers. Observation, teaching experience, home visiting, and contacts with school and community activities. Course completed in nine weeks.

478. **Planning and Evaluating the Homemaking Program** (2:2). Planning the home economics program in secondary schools in relation to the total school program and the community.

493-494. **Honors Work** (3:3)-(3:3).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

500. **Supervised Professional Experience** (1-4:0:3-12). Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with the major course of study of the student.

503. **Experimental Food Study** (3:2:3). Experimental study of factors regulating the preparation of standard food products. Pr. or parallels, 103 and 303 or approved equivalent.

HOME ECONOMICS

504. **History of Costume (3:3).** Historical background, sequential development and function of costume since early times. Pr. two courses in history. (H).
507. **Trends in Home Economics Education (2:2).** Current developments in home economics teaching related to program planning and evaluation of learning.
508. **Vocational Home Economics (3:3).** Emphasis on special problems and philosophy of vocational homemaking programs in secondary schools.
509. **Quantity Cookery (3:1:6).** Principles of food preparation applied to large quantities. Emphasis is placed on menu planning, the correct use and care of power equipment, cost control, and food service. Pr. 303 or approved equivalent.
514. **History of Textiles (3:3).** Historical background and characteristics of decorative textiles through fifty centuries. Pr. two courses in history. (H).
515. **Household Equipment (3:2:3).** Selection, operation, care, and arrangement of household equipment in relation to family resources.
517. **Management Problems in Teaching Foods (2:2).** Food preparation in relation to the use of time, energy, and equipment.
518. **Methods in Adult Homemaking Education (3:3).** Emphasis on the scope, organization, implementation, and evaluation of adult homemaking education.
519. **Food Service Management (2:2).** The planning, organization, and administration of institution food service, personnel, and work units.
520. **Quantity Food Marketing (2:2).** Purchasing procedures, quantity buying guides, food storage, and methods of cost control. Pr. or parallel 103 or 303. Field trips required.
522. **Parent Education (3:2:3).** A course designed to give an overview of parent education with special emphasis on parent-child relationships; to study the problems and procedures of teachers working with children and/or families to identify problem areas and explore the implications for research with parents and their children. Pr. 212 and 302 or equivalent.
523. **Community Nutrition (3:2:3).** Current trends in community nutrition with emphasis on community services, government projects, and international health organizations. Pr. 593 or approval of instructor.
524. **Textile Technology (3:2:3).** Advanced study of the chemical properties of fibers in relation to methods of processing fabrics and factors influencing serviceability. Pr. 341 or approved equivalent, and chemistry.
525. **Work Simplification (3:2:2).** Principles of work simplification and their application to selected household procedures. Pr. 446 or equivalent.
527. **Problems in Home Economics (2 to 6).**

HOME ECONOMICS

532. Preschool Education (3:3). Consideration of philosophies, principles, methods, and materials involved in preschool education. Emphasis placed on staff qualifications and responsibilities related therein. Pr. or parallel 212 and 302 or approved equivalent.

533. Cultural and Economic Aspects of Food (3:3). Food patterns and population groups; malnutrition and food habits; national and international programs towards improved food supply and food habits. Pr. 103 or 213 or 313 or consent of instructor.

534. Textiles in Home Furnishings (3:3). A study of the factors related to the raw materials, quality, performance, and comparative cost of textiles used in home furnishings. Pr. 341 or approved equivalent.

535. Lighting and Wiring Design (2:2). A basic study of lighting and wiring design for homes.

536. History of Furniture (3:3). Dominant influences and characteristics of historical and contemporary furniture design. (H).

540. School Food Service (2:1:3). Selection, purchase, preparation, and service of food for school lunchrooms; organization, administration, records and cost control applicable to school lunchrooms.

541. Textile Analysis (3:1:6). Advanced study of textile fibers and fabrics through standard testing procedures. Pr. 341, or approved equivalents, physics or mathematics.

542. Creative Activities for Preschool Children (3:3). Principles and components of a creative preschool program with emphasis on the teacher's role and the acquiring of knowledge and skill in presentation of creative materials and guidance of experiences.

543. Child and Infant Nutrition (3:3). Nutrition related to the well-being and needs of infants and children; methods of judging and appraising nutritional status; relationship of good pre- and post-natal habits with growth of the infant. Pr. 213 or 313 or equivalent.

545. Family Finance (3:3). Use of financial resources as situations, needs, and preferences of families differ or change. Pr. 446 or course in economics recommended.

546. The Home Furnishings Industry (2:1:1). The design, construction, and cost of current home furnishings related to manufacturing and retailing processes. Weekly field trips to representative manufacturing plants, retail stores, and the Southern Furniture Market. By permission of the instructor.

547. Materials and Methods for Teaching Clothing (2:2). Discussions, demonstrations, and projects planned to meet student needs.

549. Supervised Experience in Food Service Management (3:1:6). Directed experiences in managerial problems of institution food service. Pr. 509, 519, 520.

HOME ECONOMICS

- 551. Clothing for the Family (3:3).** Understanding of family clothing problems and standards of buymanship.
- 552. Child Development: Advanced Course (2:2:2).** The study of research relating to the physical, psychological, and social development of young children. Observation and participation in a child care center required.
- 555. Housing (2:2).** Economic and social factors relating to planning and constructing houses for family living.
- 556. Methods and Materials for Teaching Housing (2:2).** Discussion, demonstration, and projects to meet students' needs.
- 561. Clothing and Textile Economics (3:3).** Economic and social aspects of production, distribution, and utilization of clothing and textiles. Pr. Economics 211 or approved equivalent.
- 563. Food Preservation (2:1:2).** Comparative study of methods of food preservation with laboratory application, emphasizing recent developments.
- 567. Teaching Family Life (2:2).** Designed to prepare teachers of family life in methods of teaching and evaluation.
- 571. Advanced Clothing Construction (3:1:6).** The interrelation of factors involved in creative clothing design through the draping method. Pr. Art 140, Home Economics 301, or approved equivalents.
- 572. Teaching Child Development (2:2).** Designed to prepare teachers of child development in methods of teaching and evaluation.
- 573. Diet Therapy (3:3).** Clinical aspects of nutrition. Study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Pr. 213 or 313, Biology 277.
- 575. Advanced Home Furnishing (3:1:6).** The execution and presentation of creative solutions to interior design problems in homes. Pr. Art 140 or 190, Home Economics 205, 305 or equivalent.
- 583. Food Demonstration Techniques (2:1:2).** Demonstration as an educational device; organization and execution of individual and group demonstrations. Pr. 303.
- 584. Contemporary Influences in Clothing Consumption (2:2).** Survey of the developments in the production, distribution, and marketing of clothing and accessories.
- 586. Contemporary Interior Design (3:3).** The designers, products, and history of the contemporary design movement. Pr. Art 140 or 190, Home Economics 205, or by permission of instructor.
- 593. Advanced Nutrition (3:3).** Biochemical and physiological aspects of nutrient metabolism and utilization. Nutrient requirements for maintenance, growth, pregnancy, lactation, work, and senescence. Pr. 213 or 313.

HOME ECONOMICS

595. Commercial Contract Interior Design (3:1:6). The execution of creative solutions for commercial, industrial, and public interior design problems. Pr. 305.

597. Audiovisual Education in Home Economics (2:2). Evaluation and use of audiovisual materials in home economics.

COURSES FOR GRADUATES

601. Special Problem in Home Economics (1 to 4).

602. Problems in Child Development (2 to 4).

603. Food Chemistry (4:3:4).

605. Advanced Home Management (2:2).

606. Social and Economic Problems of the Family (3:3).

611. Graduate Seminar (0).

612. (a) Seminar in Child Development (2:2).

(b) Seminar in Family Relationships (2:2).

613. (a) Readings in Foods (3).

(b) Readings in Nutrition (3).

616. Problems in Family Economics and Home Management (2 to 4).

621. Advanced Textiles (3:3).

622. Family Life Education (3:3).

623. Current Trends in Nutrition (3:3).

626. Readings in Family Economics and Home Management (2 to 4).

627. New Perspectives in Home Economics Education (3:3).

629. Readings in Food Service Management (2:2).

630. Fundamentals of Laboratory Research in Home Economics (3:3).

631. (a) Problems in Clothing (1 to 6).

(b) Problems in Textiles (1 to 6).

632. Infant Development (3:2:3).

633. The Mineral Nutrients (3:3).

634. Evaluation in Clothing and Textiles (3:3).

637. Philosophy and Techniques of Supervision in Home Economics Education (3:3).

639. Advanced Food Service Management (3:3).

640. Design and Philosophy of Research in Home Economics (3:3).

641. Textile Structures Influencing Product Performance (3:3).

HOME ECONOMICS

- 642. (a) Readings in Child Development (3:3).
(b) Readings in Family Relationships (3:3).
- 643. Family Nutrition (3:3).
- 645. Seminar in Housing and Interior Design (3:3).
- 646. Practical Problems in Home Furnishings (2:2).
- 652. Theories of Human Development (3:3).
- 653. Problems in Foods and Nutrition (2 to 4).
- 657. Evaluation in Home Economics (3:3).
- 659. Advanced Quantity Cookery (2:1:3).
- 660. Problems in Food Service Management (2 or 4).
- 661. Sociological and Psychological Aspects of Clothing and Textiles (3:3).
- 662. Aging in the Contemporary Family (3:3).
- 663. Nutritional Aspects of Proteins and Amino Acids (3:3).
- 665. (a) Problems in Housing (2 to 4).
(b) Problems in Interior Design (2 to 4).
- 668. Group Work Techniques and Interpersonal Relations in the Teaching of Home Economics (3:3).
- 670. Minor Research (2 to 6).
- 671. Seminar in Clothing and Textiles (3:3).
- 673. Analytical Methods in Nutrition (4:2:6).
- 675. Advanced House Planning (3:1:6).
- 677. Curriculum in Home Economics (3:3).
- 681. Dress Design and Construction III (3:2:3).
- 682. Current Trends in the Field of Child Development (3:3).
- 685. Readings in Housing (3).
- 687. Guidance in Home Economics (2:2).
- 691. Problems in Tailoring (3:2:3).
- 692. Contemporary Family Life (3:3).
- 694. (a) Readings in Clothing (3).
(b) Readings in Textiles (3).
- 695. Advanced Household Equipment (2:2).
- 699. Thesis Problem (1 to 6).
- 740. Home Economics in Higher Education (3:3).
- 799. Dissertation Problem (2 to 24).

HONORS

HONORS COURSES

150, 250. Honors Tutorial (1), (1). A tutorial course for students admitted to the Honors program. The student will meet with other students and an instructor to define and develop a topic for study or other creative work. Pr. students will be admitted to the course by the Honors Council on the basis of recommendations by faculty and grades.

200, 201. Sophomore Honors Seminar (1:1), (1:1). Open only to sophomores in the Honors program. Staff.

220. Student Seminar (1:1). A group of students will agree upon a general topic for the semester's study, and each participant will define a special interest to be explored individually as a contributing member of the group. Pr. invitation to the Honors Program.

230. Independent Study (1). The student, in consultation with a faculty member, will develop a bibliography and will specify the requirements to be completed by the student in independent work. Pr. one previous course in the Honors Program.

300, 301. Junior Honors Seminar (3:3), (3:3). Required of all juniors in the Honors Program, and open only to them. Staff.

400, 401. Senior Honors Seminar (3), (3). The Senior Honors Seminar provides the opportunity for qualified students to study in the group oriented atmosphere of a seminar with the amount of intense and rigorous discipline implied at the senior level. Pr. recommendation of the director of the department within which work is to be done, and/or the Honors Council.

450, 451. Senior Honors Tutorial (3), (3). The Senior Honors Tutorial provides the opportunity for qualified students to pursue a tutor-scholar investigation at the senior level. Pr. recommendation of the director of the department within which work is to be done, and/or the Honors Council.

493-494. Senior Honors Thesis (3)-(3). Students must register through respective departments. Pr. Junior Honors Seminar.

INTERNATIONAL STUDIES

400. Seminar in International Studies (3:3). Required for all seniors participating in the International Studies Program. An interdisciplinary seminar dealing with contemporary problems in International Politics. Pr. Membership in the ISP or consent of instructor. Members of the International Studies Committee. (SBS).

ITALIAN

See Department of Romance Languages.

LATIN AMERICAN STUDIES

LATIN

See Department of Classical Civilization.

LATIN AMERICAN STUDIES

Members of Latin American Studies Committee: McIRVIN, Chairman; ALMEIDA, DOZIER, JUD, LAGOS, McSPADDEN, MOHLER, MOUNTJOY, PARKER, PRYSBY, STANFORD, WICKHAM.

The Latin American Studies Program is an interdisciplinary program designed to provide the student with a comprehensive integrated view of Latin America. It is an individualized program planned in consultation with and approved by the Latin American Studies Committee. The objective is for a balanced program among the various disciplines, while still allowing for some degree of concentration for students with special interests. For those individuals interested in teaching at the secondary level, it is possible to combine the Latin American Studies major with teacher certification in social studies and/or in Spanish. While the major itself does not necessarily constitute professional training or prepare students for specific careers, it does provide a solid foundation in language skills and area competence that can be valuable in business, public service, or further professional training.

The Latin American Studies Program is administered by the Director in conjunction with the Latin American Studies Committee which is comprised of (1) all faculty members who teach Latin American courses, (2) other permanent University personnel with an active scholarly or research interest in Latin America, and (3) selected students from the Latin American Studies Program.

To meet the requirements for a Bachelor of Arts Degree in Latin American Studies, the candidate must:

1. fulfill the general University requirements for the Bachelor of Arts degree.
2. demonstrate proficiency in the Spanish language (with Portuguese or French being permitted as substitutes only under special circumstances and with the approval of the Committee). Proficiency may be demonstrated by tests or by course work. Language courses are over and above the 36 hours of course work mentioned below.
3. take Latin American Studies 220, 450.
4. take at least 30 hours in the following area courses: Anthropology 333, 533; Economics 403, 499, 551; Geography 337, 339, 560a; History 239, 240, 338, 408, 440, 441, 442; Music 371; Political Science 381, 401, 402; Spanish 317, 318, 326, 329, 331, 538, 572.

Students are encouraged to meet some of these requirements through courses taken in Latin America. In order to facilitate study and research

MATHEMATICS

in Latin America, the Committee enters into formal agreements with institutions which have serious academic programs in Latin America. In addition to encouraging participation in these established programs, the Committee promotes the development of institutes, research projects, exchange programs, etc., which provide increased opportunities for first-hand involvement in Latin America by the students of the Program.

COURSES FOR UNDERGRADUATES

220. Latin America Today (3:3). An interdisciplinary orientation in Latin America to acquaint students with the area, its people, their background, and the contemporary scene. Open to non-majors. Required for all majors in the Latin American Studies Program. Staff: Course coordinator and faculty members of the Latin American Studies Committee. (H), (SBS).

450. Senior Seminar (3:3). Required of all senior students majoring in Latin American Studies. Intended to provide an interdisciplinary experience, the Senior Seminar deals with different topics each year and involves bibliographical study, reading, and discussion culminating in the preparation of individual papers. Staff as above. (SBS).

DEPARTMENT OF MATHEMATICS

Professor POSEY (Head of the Department); Associate Professors CHURCH, GENTRY, HOYLE; Assistant Professors BERNHARDT, BITZER, BYRD, LONG, LOVE, PAGE, POWERS, WILLETT; Lecturer SLOAN; Instructors GOOLSBY, GRIFFIN, SAUNDERS, STANFIELD.

The Department of Mathematics offers programs leading to either the B.A. or B.S. degree. Courses required of the major are: 191, 292; 311; 312 or 340 (a total of 12 semester hours); and a minimum of 24 semester hours above Grade I. The B.A. and B.S. degree candidate may elect from several options (or minors). Mathematics courses which count toward an option also count toward the major.

The major may elect options which include: computer-oriented mathematics; statistics; teacher certification; business administration and computing; operations research; applied mathematics; biology; chemistry; and physics. It is, of course, not necessary to choose an option. Mathematics is an excellent major for the student whose immediate objective is to acquire a good liberal arts education. The small number (12 semester hours) of specified courses required and the large variety of courses to choose from give the student an opportunity to test his talents and his interests without total and final commitment.

Details concerning the various options are available in the Department of Mathematics.

MATHEMATICS

COURSES FOR UNDERGRADUATES

110. Introduction to Mathematics I (3:3). Trigonometric (circular) functions, identities. Sets and numbers, inequalities permutations and combinations, mathematical induction, complex numbers, theory of equations, determinants, progressions. (NSM).

112. Introduction to Mathematics II (3:3). Equations, exponential and logarithmic functions, triangles, coordinate systems, distances, lines in the plane, complex numbers. (NSM).

121. College Algebra and Plane Trigonometry (3:3). Elementary set theory; development of the number systems; algebraic, trigonometric, circular, logarithmic, and exponential functions. (NSM).

191, 292, 293. Calculus I, II, III (3:3), (3:3), (3:3). A three semester sequence of integrated analytic geometry, differential, and integral calculus. Pr. 4 units of high school mathematics including advanced algebra and trigonometry, or 110 or 112 or 121. (NSM).

201. Principles of Business Mathematics (3:3). Some topics from college algebra, simple and compound interest, annuities, sinking funds, depreciation, inequalities, logarithms, linear programming, inventory control, elementary properties of matrices, and basic computer concepts. Designed primarily for *business education majors*.

209. Astronomy I (3:3). A survey of the basic facts in astronomy. Emphasis is placed on a study of the constellations, the galaxies, and the solar system. It also attempts to give the students a sense of the universe as a vast ordered entity. A three-inch telescope and a small electrically driven planetarium are used for demonstration purposes. Designed primarily for prospective teachers. Pr. no college mathematics.

210. Astronomy II (3:3). A study of the theories of the origin of some of the systems in the universe. An introduction to celestial mechanics with particular attention paid to gravitation, n-body problem, tides and orbits. Pr. 191 and 292.

220. Plane and Solid Analytic Geometry (3:3). Pr. 110 and 112, or 121 or consent of department. (NSM).

236. Computer Algorithms (3:3). Design, implementation, and documentation of digital computer algorithms in mathematics and computing. Pr. 191 and Business Education 235.

301, 302. Number Systems (3:3), (3:3). An intuitive development of real number system with emphasis on arithmetic properties; elementary set theory, basic concepts of algebra and informal geometry. A junior or senior elective for students who have not taken 110 or equivalent. 301 is a prerequisite for 302. Designed primarily for *prospective elementary teachers*.

¹Only 6 hours credit from a combination of these courses may be counted toward a degree.

MATHEMATICS

311, 312. Modern Algebra I, II (3:3), (3:3). An investigation of algebraic structures by means of an introduction to the theory of groups, rings, integral domains and fields, including basic properties of polynomials; and elementary approach to vector spaces and linear systems, determinants, matrices and linear transformations. Pr. 292 or consent of department. (NSM).

320, 321. Theory of Convex Sets (3:3), (3:3). Basic properties of convex bodies, topology, Helly's theorem, sets of constant width, transformation groups, Euclidean motions, similarities, decompositions, duality, the isoperimetric problem. Blaschke's selection theorem, mixed volumes, symmetrization, convex functions, inequalities, linear programming, metric spaces, Minkowski spaces. Pr. 292. (320 NSM).

340. Matrix Theory (3:3). Matrices, equivalence relations for square matrices, determinants, finite dimensional vector spaces, linear transformations. (NSM).

341. Fundamental Concepts of Statistics (3:3). Pr. 191. (NSM).

342. Linear and Convex Programming (3:3). The problem of linear programming, properties of a solution to the linear-programming problem, generating extreme-point solutions, the Simplex computational procedure, minimum feasible solution, artificial-basis technique, slack variables, dual problems, perturbation techniques, cycling, parametric objective and dual problems, sensitivity analysis, decomposition algorithm, digital-computer codes, transportation problems, production-scheduling, inventory-control, interindustry and diet problems. Pr. Computer Techniques, Linear Algebra, and Calculus III. (NSM).

343. Probability (3:3). Random phenomena. Basic probability theory; combinatorial probability, independent events, conditional probability. Independent trials, Markov Processes. Probability laws. Random Variables. Pr. 191. (NSM).

345. Vector and Tensor Analysis (3:3). Vectors, scalar fields, vector fields. The dot and cross product. Vector differentiation and integration. Gradient, divergence and curl. Green's theorem, divergence theorem, Stokes' theorem. Curvilinear coordinates. Tensor Analysis: Physical laws. Coordinate transformations. Contravariant and covariant vectors. Contravariant, covariant and mixed tensors. Tensor fields. Symmetric and skew-symmetric tensors. Conjugate or reciprocal tensors. Associated tensors. Transformation laws of Christoffel's symbols. Tensor form of gradient, divergence and curl. Pr. 191 and 292. (NSM).

390. Ordinary Differential Equations (3:3). Pr. 292. (NSM).

394. Advanced Calculus IV (3:3). Application of partial derivative, infinite series, multiple integrals, line and surface integrals, integral theorems. Pr. 293. (NSM).

MATHEMATICS

420. **Foundations of Geometry (3:3).** Primarily for secondary school teachers. Block course. Pr. 312.

493, 494. **Honors Work (3:3), (3:3)**

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

505. **Fundamental Investigations in Advanced Mathematics (4).** Content: (a) Topics from Modern Algebra, (b) Introduction to Set Theory and Transfinite Arithmetic, (c) Mathematical Foundations and Non-Euclidean Geometry, and (d) Recent Research and Developments in Mathematics Education.

513. **Development of Mathematics and Logic (3:3).** This course is a study of the historical development of mathematics and logic—not a history of the men involved in this development. Pr. 292, 311 or consent of department.

514. **Theory of Numbers (3:3).** An introductory course to both multiplicative and adoptive number theory Divisibility, prime number, congruences, linear and nonlinear Diophantine equations (including Pell's equation), quadratic residues, number-theoretic functions, representations as sums and continued fractions. Pr. 292 and 311 or consent of department.

515. **Mathematical Logic (3:3).** Functional analysis, normal schemata and duality, quantification and validity of quantificational schemata, conversion of quantifiers, existence and singular inference, theory of definition, consistency, class theory, mathematics, theory of formal and informal proofs. Pr. junior (advanced), senior, or graduate status, 292 and 311 or consent of department.

516. **Polynomial Rings (3:3).** Rings, integral domains, fields division algorithm, factorization theorems, zeros of polynomials, greatest common divisor, relation between the zeros and the coefficients of a polynomial, formal derivatives, prime polynomials, Euclidean rings, the fundamental theorem of algebra. Pr. 292 and 311 or consent of department.

517. **Theory of Groups (3:3).** Algebraic operations, isomorphism, homomorphism, subgroups, generators, sequences of groups, normal subgroups, conjugate subgroups, endomorphisms, complete groups, invariant subgroups, groups with operators, composition series, direct products, free groups, defining relations, the ring of endomorphisms of an abelian group, the fundamental theorem of abelian groups, decomposable groups, torsion-free groups. Pr. junior (advanced), senior, or graduate status, 292 and 311 or consent of department.

518. **Set Theory and Transfinite Arithmetic (3:3).** Existence in the theory of sets, extensionality, power-set, the axiom of infinity, the axiom of choice, duality, relations, functions, cartesian products, sequences of sets, ordered sets, power of sets, similarity between ordered sets, ordinal numbers,

MATHEMATICS

cardinal numbers. Pr. junior (advanced), senior, or graduate status, 292 and 311 or consent of department.

519. Intuitive Concepts in Topology (3:3). Euclidean geometry, what is topology?, traversability of networks, planar networks, the four color problem, topological equivalence, classification of surfaces, simple connected sets, spheres with handles, the Jordan curve theorem, transformations, metric spaces, topological spaces, compact sets. Pr. junior (advanced), senior, or graduate status, 292 and 311 or consent of department.

520. Non-Euclidean Geometry (3:3). The fifth postulate, hyperbolic geometries, elliptic geometries, the consistency of the Non-Euclidean geometries, models for Euclidean and Non-Euclidean geometries, elements of inversion. Pr. junior (advanced), senior, or graduate status, 292 and 311 or consent of department.

521. Projective Geometry (3:3). Transformation groups and projective, affine, and metric geometries of the line, plane, and space. Homogeneous coordinates, principle of duality, involutions, cross-ratio, collineations, fixed points, conics, ideal and imaginary elements, models, and Euclidean specializations. Pr. 292, 311 or consent of department.

522. Hilbert Spaces and Spectral Theory (3:3). Vector spaces: basic, dimension. Hilbert spaces: Pre-Hilbert spaces, norms, metrics, orthogonality, infinite sums. Linear subspaces: annihilators, closed and complete subspaces, convex sets. Continuous linear mappings: normed spaces, Banach spaces, Banach algebras, dual spaces. Riesz-Frechet theorem. Completion. Bilinear and sesquilinear maps. Adjoints. Operators in Hilbert space: isometric, unitary, self-adjoint, projection, and normal operators. Invariant subspaces. Continuous operators. Spectral theorems for a normal cc-operator. Pr. 191, 292, 311.

538. Computer Organization (3:3). An introduction to computer architecture and operating systems including assembler languages, macro processing, compilers, data structures and their maintenance. Pr. two semesters of calculus and a knowledge of computer programming.

540. Complex Functions with Applications (3:3). Analytic functions; the geometry of elementary functions; integrals; Laurent's series; residues and poles; conformal mapping; Schwartz-Christoffel transformations; analytic continuation; Riemann surfaces. Pr. 191, 292, and 311, or the equivalent, or consent of the Mathematics Department.

541, 542. Mathematical Methods in Decision Problems (3:3), (3:3). Optimization techniques, non-linear programming, dynamic programming, calculus of variations, continuous and discrete maximum principle, stochastic processes, Markov processes, queueing, decision making and games, graphs and networks. Pr. Linear Programming and Differential Equations.

543. Numerical Analysis and Computing (3:3). Number systems and errors, solutions, of non-linear and linear systems, eigenvalue problems,

MATHEMATICS

interpolation and approximation, numerical differentiation and integration, solution of differential equation. Pr. 293 or consent of department. Same as Business Education 543.

544. Numerical Analysis and Computing (3:3). Continuation of 543 with special topics in numerical analysis with emphasis on applied mathematics. Students will be required to present papers on topics involving a substantial programming effort. Pr. 543 or consent of department. Same as Business Education 544.

545. Differential Equations and Orthogonal Systems (3:3). Singular points of linear second-order differential equations. The method of Frohenius. Bessel, ber and bei, Legendre, and the hypergeometric functions together with the related differential equations. The rotating string, rotating shaft, buckling of columns under axial loads. Orthogonality of characteristic functions. Expansion of functions in series of orthogonal functions. Fourier, Fourier-Bessel, and Legendre series. Pr. 191, 292, 293, 390, or consent of the department.

546. Partial Differential Equations with Applications (3:3). Linear and quasi-linear equations of the first and second order. Initial-value problems. Characteristics of linear first and second order equations. Singular curves on integral surfaces. Heat flow. Temperature distributions on plates, solid spheres, parallelepipeds, etc. Fluid flow over and around a surface. Heat flow in a rod. A vibrating membrane. A pulsating cylinder. Laplace's equation, Poisson's equation, wave equation, equation of heat conduction, and the telegraph equation. Pr. 545.

547, 548. Combinatorial Analysis (3:3), (3:3). Permutations, combinations, generation functions, the principle of inclusion and exclusion distributions, partitions, compositions, trees, networks, permutations with restricted position. Pr. 292, 311 or consent of department. 547 Pr. to 548.

549. Topics in Applied Mathematics (3:3). Infinite products. Asymptotic series. Gamma and beta functions. Hypergeometric functions. Bessel functions. Generating functions. Orthogonal polynomials. The Legendre, Hermite, Laguerre, and Jacobi polynomials. Elliptic functions. Theta functions. Sheffer classifications. Symbolic relations among polynomials. Recurrence relations. Pr. 191, 292, 293, 390, or consent of the department.

551, 552. Introduction to Probability and Mathematical Statistics (3:3), (3:3). Events and Probabilities (Sample Spaces), Dependent and Independent Events, Random variables and Probability Distribution, Discrete and Continuous Distributions, Expectation, Moment Generating Functions, Point Estimation, Multivariate Normal Distribution, Testing Hypotheses, Confidence Intervals, Correlation and Regression, Small Sample Distributions. Pr. 293 or consent of the instructor.

553. Mathematical Models in Computing (3:3). An introduction to the mathematical models in computer science including computability, automata

MATHEMATICS

theory, switching theory, formal languages, graph theory and coding and information theory. Pr. computer programming experience and 311.

571. Statistical Methods for Research I (3:3). A brief course intended to provide an introduction to statistical concepts for graduate or advanced undergraduate students with little or no college mathematics but with a serious interest in some field of science. Descriptive statistics. Probability. Measures of central tendency, measures of variation, and correlation. Estimation, confidence intervals, and tests of hypotheses. Analysis of variance. (NSM).

572. Statistical Methods for Research II (3:3). A survey of statistical methods of data analysis including the use of pre-written computer programs. Assumes a working knowledge of the basic concepts of statistics, but a knowledge of computer programming is not necessary. Analysis of variance and co-variance. Multiple and partial correlation and regression analysis. Non-parametric methods. Pr. a knowledge of basic statistics (including hypotheses testing) and consent of the instructor. (NSM).

591. Modern Algebra (3:3) Set theory: sets, mappings, integers. Group theory: normal subgroups, quotient groups, permutation groups, Sylow theorems. Ring theory; homomorphisms, ideals, quotient rings, integral domains, fields, Euclidean rings, polynomial rings. Pr. 311.

592. Abstract Algebra (3:3). Vector spaces: linear independence, bases, dual spaces, inner product spaces, modules. Fields: extensions, transcendental elements, roots of polynomials, Euclidean constructions, Galois theory, solvability (?) by radicals. Linear transformations: characteristic roots, canonical forms of matrices, trace and transpose. Hermitian, unitary, and normal transformations. Pr. 591 or both 311 and 312 with consent of the instructor.

593, 594. Directed Study in Mathematics (3), (3).

595, 596. Mathematical Analysis (3:3), (3:3). Real number axioms, point set theory, transfinite numbers, sequences, series continuity, differentiation, Riemann-Stieltjes Integral. Text Rudin. Pr. 293 or consent of department.

COURSES FOR GRADUATES

609, 610. Introduction to Modern Mathematics (3:3), (3:3).

613. Development of Mathematics and Logic (3:3).

614. Advanced Number Theory (3:3).

615. Symbolic Logic (3:3).

616. Polynomials over General Rings (3:3).

617. Algebraic Theory of Semigroups (3:3).

618. Transfinite Ordinal and Cardinal Numbers (3:3).

MUSIC

- 619. **Conceptual Topology** (3:3).
- 620. **A Survey of Geometry** (3:3).
- 643, 644. **Numerical Mathematics** (3:3), (3:3).
- 645, 646. **Approximation Theory** (3:3), (3:3).
- 649. **Operations Research** (3:3).
- 651, 652. **Mathematical Statistics** (3:3), (3:3).
- 690. **Mathematics Seminar** (2:2).
- 691, 692. **Modern Abstract Algebra** (3:3), (3:3).
- 693, 694. **Complex Analysis** (3:3), (3:3).
- 695, 696. **Real Analysis** (3:3), (3:3).
- 697, 698. **General Topology** (3:3), (3:3).
- 699. **Thesis** (3 to 6).

SCHOOL OF MUSIC

See page 115 for major requirements.

COURSES FOR UNDERGRADUATES

- 90. **Convocation** (0:1). All music majors are expected to attend the weekly convocations scheduled throughout the year and to take part in these as recommended by their major applied teacher.
- 91. **Repertoire Class** (0:1). Music majors are expected to attend weekly departmental or studio repertoire classes as determined by the major performance department and to take part in these as recommended by their major applied teacher.
- 101, 102. **Theory I, II, Fundamentals of Music** (4:5), (4:5). A course in basic musicianship. Study of principles of rhythmic, melodic, contrapuntal and harmonic procedures. The diatonic major-minor tonal system. Emphasis on the development of aural and keyboard skills necessary for musical competency.
- 103. **Ear Training** (0:0:2). Intensive drill in sight-singing, dictation and keyboard harmony. Required of second semester freshman music majors but may be waived for students whose work in Music 101 shows high proficiency in these areas.
- 142. **Music Literature** (3:3). Introductory study in music literature, designed to provide background essential to professional study. Required of all music majors. Not open to non-music students.

MUSIC

161. Class Strings (1:2). Class instruction in all stringed instruments. Required of majors in general and instrumental music education.

162. Class Piano (1:2). Laboratory instruction in piano. Offered as preparation for the piano proficiency required of music majors whose major or principal applied area is not piano. May be repeated for credit as advised. 162a, first level; 162b, second level; 162c, third level; 162d, fourth level; 162e, fifth level.

163. Class Woodwinds (1:2). Class instruction in woodwind instruments. Pr. 265 and permission of instructor.

164. Class Brass (1:2). Class instruction in brass instruments. Required of majors in general and instrumental music education.

166. Class Percussion (1:2). Class instruction in percussion instruments. Required of majors in general and instrumental music education.

170. Diction for Singers (2:2:1). A study of phonetics and its application to the pronunciation of English, Italian, and ecclesiastical Latin; a study of the special problems involved in singing in English.

171a. French Diction for Singers (1:1:1). A study of the phonetic alphabet as it relates to the French language and of the special problems involved in the singing of this language.

171b. German Diction for Singers (1:1:1). A study of the phonetic alphabet as it relates to the German language and of the special problems involved in the singing of this language.

181. University Glee Clubs (1:3). Membership in the Men's or Women's Glee Clubs is open to all students subject to tryouts which are held before each semester begins. Inquire at School of Music office. Section 1, Women's Glee Club; Section 2, Men's Glee Club. May be repeated for credit.

191. University Symphony Orchestra (1:3). Full symphony orchestra, performing important works from the symphonic repertoire of the eighteenth, nineteenth, and twentieth centuries. Membership by audition. May be repeated for credit.

192. University Concert Band (1:3). Performs literature from all eras, including contemporary works for this medium. Open to all students by audition and permission of director. May be repeated for credit.

196. Small Ensemble (1:3). Participation by advanced students in small groups, such as string quartets and trios, brass and woodwind choirs, and vocal ensembles. Assignment by performance faculty. May be repeated for credit.

198. Jazz Laboratory Ensemble (1:3). Performance of literature encompassing all of the jazz idioms, with emphasis on contemporary composition. Open to all students by audition and permission of director. May be repeated for credit.

201, 202. Theory III, IV, Musical Structure (4:5), (4:5). Study of structural elements of representative works from eighteenth to twentieth centuries. Classical forms emphasized in first semester. Chromatic harmony and non-diatonic tonal, polytonal, and atonal procedures emphasized in second semester. Continuation of aural and keyboard training to include more complex patterns.

207. Fundamentals of Music (3:3). The rudiments of music for a student whose background has included a limited study of the elements of music theory. Recommended for prospective elementary school teachers or any student interested in receiving basic fundamental knowledge of music.

214. History of Jazz (3:3). An introductory course designed to give the student new insights and general knowledge of all jazz styles. Does not require previous musical training. (H).

219. Choral Laboratory I (1:1:1). Introduction to basic vocal and choral techniques. Study of choral repertory.

241. Music Appreciation (3:3). An introduction to the literature of music, designed to give the student a general understanding of musical forms and styles. Does not require previous musical training. Not open to music majors. (H).

265. Clarinet Class (1:2). Laboratory lessons in clarinet, using methods and materials suitable for public school teaching. Required of majors in general and instrumental music education.

280. University Choir (1:3). Choral organization for women's voices. Open to all students by audition and permission of director. May be repeated for credit. Formerly 180.

282. University Chorale (1:3). Mixed choral organization, selected voices. Membership by audition. May be repeated for credit. Formerly 182.

288. Chamber Singers (1:3). Small vocal ensemble(s) for selected voices. May be repeated for credit. Formerly 280.

303. Instrumentation (2:2). Study of orchestral and band instruments, their ranges, technical limitations, and tonal possibilities with practical application in scoring for small ensembles and choirs.

319. Choral Laboratory II (1:1:1). Study of conducting techniques, especially as related to choral conducting; study of rehearsal procedures; continued study of choral repertory. Pr. 219 or one semester of voice study; corequisite 181, 280, or 282.

331, 332. History of Music I, II (3:3), (3:3). Detailed study of music history. First semester: History of Music to about 1600; second semester: History of Music from 1600 to the present. Pr. 142. (H).

342. Music Appreciation, Twentieth Century (3:3). A nontechnical study of the musical styles, forms, and techniques of the twentieth century. De-

MUSIC

signed particularly for junior and senior non-music majors. Not applicable to music degree. (H).

361. Music for the Classroom Teacher (3:3). The general school music program and its place in the curriculum, with emphasis on fundamentals of music, materials and techniques of teaching, and the interrelationship of the arts. Required of all elementary education majors.

363. Curriculum and Teaching Methods in the Elementary Schools (3:3). A general survey of the organization, administration, and supervision of elementary school music with emphasis on the development of the general music program as an integral part of the school curriculum. Laboratory experience in teaching on the elementary level.

365. Piano Pedagogy I (3:3). Study of fundamental teaching materials and their application.

366. Piano Pedagogy II (3:3). Supervised teaching of beginning students in piano.

367. Instrumental Music in the Schools (3:3). A survey of the philosophies and methods of teaching instrumental music including an examination of curriculum, scheduling and administrative problems, repertoire and program building, evaluation of music materials, teaching aids and professional publications.

371. Latin American Music (3:3). A survey of the history, origins, and characteristics of the popular and art music of Latin America. Same as Anthropology 371. (H), (SBS).

372. Conducting (2:2). A study of basic conducting techniques, with emphasis on instrumental conducting.

375. Opera Workshop (2:0:6). Interpretation of operatic roles and the study of technical problems in operatic productions. May be repeated for credit. Permission of instructor required.

400. Recital (1:1). Senior recital.

419. Choral Laboratory III (1:1:1). Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertory. Pr. 319 or 372.

464. Curriculum and Teaching Methods in the Secondary School (3:3). A survey of the general music, choral, and humanities program in the secondary school. Includes evaluation of materials, instructional objectives, observations, organization, and methods. Offered on the block. Pr. 363, senior standing in music education.

465. Student Teaching (6). Block registration (except instrumental). Daily teaching in primary and secondary grades under faculty supervision. Section 1, General Music; section 2, Wind and Percussion; section 3, Strings. Pr. 363 for section 1; 367 for sections 2 and 3.

473. **Accompanying (1:2).** Accompanying of vocal and instrumental performers under faculty supervision. May be repeated for credit.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

507. **Counterpoint (3:3).** A study of the principal contrapuntal forms and techniques of Western music from the Renaissance to the present. Analysis of selected works; exercises in composition in the styles studied.

508. **Analysis and Interpretation of Music (3:3).** Study of principles of musical interpretation, as applied to representative works from the eighteenth, nineteenth, and twentieth centuries. Emphasis placed upon the derivation of rational bases for interpretative decisions, based on musical analysis. Pr. 201 or graduate standing in music theory.

511. **History of Opera (3:3).** A detailed study of representative operas of various styles and periods in the development of opera from 1600 to the present. Non-music majors admitted by permission of instructor. (H).

513, 514. **Song Repertory I, II (1:0:2), (1:0:2).** Class study of selected songs with an emphasis on stylistic elements. First semester: German Lieder from Haydn through Strauss. Second semester: French song from Berlioz to the present; modern English and American songs. Each semester may be repeated once for credit. Open to junior, senior, and graduate music majors. Pr. Voice 251 or Piano 251 or permission of the instructor.

520. **Piano Literature (3:3).** A survey of the development of the literature for the piano from the English virginal school to the present. (H).

521. **History of Art Song (3:3).** A detailed study of art songs representative of the various styles and periods from the late sixteenth century to the present. Non-music majors admitted by permission of instructor. (H).

528. **The Interpretation of Choral Music (3:3).** Advanced techniques in choral conducting, with special emphasis on stylistic distinctions; detailed study of representative examples of all styles of choral music through choral directing and singing. Pr. 319, 372 or equivalent; at least one year of participation in a college choral ensemble.

531. **Introduction to Twentieth Century Music (3:3).** A survey of twentieth century music from impressionism to the present. Non-music majors admitted by permission of instructor. (H).

536. **Band Literature (3:3).** A study of band literature and the origins of the band emphasizing its important, expanded cultivation during the past century in the United States and Europe. Non-music majors admitted by permission of instructor. (H).

537. **Chamber Music Literature (3:3).** An advanced study of the styles and compositional techniques employed in chamber music from Haydn to the present. Non-music majors admitted by permission of instructor. (H).

MUSIC

538. Symphonic Literature (3:3). An advanced study of symphonic styles and techniques from the Baroque era to the present. Non-music majors admitted by permission of instructor. (H).

539. Advanced Conducting (3:3). Advanced score reading. Conducting of works in larger forms, with detailed examination of conducting techniques in relation to content and style. Instrumental emphasis. Permission of instructor required.

540. Piano Teachers' Seminar (3:3). The study of teaching repertoire and studio technique for the private teacher of piano.

541. Principles of Vocal Pedagogy (3:3). A study of the teaching process as applied to singing; includes historical development, an examination and evaluation of concepts and approaches past and present, and a consideration of style and technique. Pr. senior or graduate standing as a voice major or principal.

547. Individual Study in Music History and Literature (2:2). A directed study in reading and research in specialized areas of music history and literature. Requires permission of Dean of School of Music. May be repeated for credit.

563. Band Arranging (3:3). Arranging, editing, and rescoring for the concert and marching bands for performance at various levels.

564. Jazz Arranging (3:3). Advanced study of techniques and disciplines employed in arranging for jazz ensembles. Pr. 201, 202 and 303, or graduate standing in music theory.

566. Orchestration (3:3). Advanced techniques in instrumental writing. Practical exercises in scoring and arranging for small and large ensembles, emphasizing orchestral instruments.

567. Choral Arranging (3:3). Advanced study of techniques and procedures required in arranging and in creative writing for voices.

568. Organ Literature (3:3). A survey of organ literature from the sixteenth century to the present day. Non-music majors admitted by permission of instructor. (H).

575. Opera Workshop (2:0:6). Same as 375 above. Advanced students may register for this course number at the recommendation of the instructor. May be repeated for credit.

579. Music Education Workshop (1 to 3). A study of pedagogical problems in music education, including School of Music workshops as scheduled by the area concerned. Duration and credit for each course will be determined by the course content and appropriate schedule. Pr. permission of School of Music, to be based upon appropriate academic or professional training. Noncredit registration may be recommended. May not be used toward fulfillment of degree requirements.

MUSIC

588. **Experimental Music (3:3).** A study of recent musical and related intermedia creative trends.
590. **Electronic Music (3:2:3).** An introductory course in electronic composition. Lecture and laboratory experience. Pr. permission of instructor.

COURSES FOR GRADUATES

580. **University Choir (1:3).**
582. **University Chorale (1:3).**
591. **University Symphony Orchestra (1:3).**
592. **University Concert Band (1:3).**
596. **Small Ensemble (1:3).**
598. **Jazz Laboratory Ensemble (1:3).**
600. **Recital (2:1).**
601. **Seminar in Music Research (3:3).**
606. **Composer Seminar (3:3).**
610. **Lecture-Demonstration (2:1).**
611. **Analysis of Music—Contemporary Music (3:3).**
615. **Written Document (2).**
618. **Psychology of Music (3:3).**
619. **Acoustics of Music (3:3).**
630. **The Study of Phonetics As Applied to Singing (3).**
633. **The Baroque Period (3:3).** Formerly 533.
634. **Renaissance Music (3:3).** Formerly 534.
644. **Pedagogy of Theory (3:3).** Formerly 545.
645. **Individual Study in Music Theory (1 to 3).**
646. **Individual Study in Music Education (1 to 3).**
647. **Individual Study in Music History and Literature (1 to 3).**
650. **Seminar in Music Education (3:3).**
652. **Music Supervision (3:3).**

MUSIC

655. Music in Higher Education (3:3).

699. Thesis (3 to 6).

750. Doctoral Seminar (3:1:4).

799. Dissertation (6).

APPLIED MUSIC

Advanced approval is required for all registration in applied music. Non-music students will be accepted if instructor time is available. Inquire at School of Music. *Late registration by undergraduate or graduate students in applied music cannot be accepted.*

Advancement in applied music is measured by proficiency examination. Students who do not meet proficiency requirements at any level will be required additional study in the applied area. Noncredit registration is not permitted.

Music majors will be enrolled in the major or principal instruments throughout their undergraduate study, normally for two or three credits per semester. Secondary applied study, or applied study by non-majors, grants one credit. For composition students, major applied study will be in composition. Class or private study in secondary instruments will be assigned in accordance with the requirements of the student's degree program. *Total number of credit hours offered for completion of degree requirements in applied music will be determined by the proficiency examinations.* Course number and credit hours will be determined by the applied faculty. May be repeated for credit.

Practice requirements are prescribed by the credit hour. See also Expenses for applied music fees.

<i>Credit</i>	<i>Course number</i>
1-3	151
1-3	251
1-3	351
1-3	451
1-4	551
1-4	651

RECITALS

All music majors are expected to attend faculty and student recitals and the concerts given by School of Music choral and instrumental ensembles. In addition, opportunity is provided for University students to attend solo and ensemble performances by outstanding visiting artists appearing on the campus and in the Greensboro community throughout the year.

NURSING

SCHOOL OF NURSING

(See page 119 for major requirements.)

COURSES

211. Introduction to Principles and Practice of Nursing (3:2:3). Introduction to a general conceptual framework of nursing with emphasis placed on the teaching of basic principles and practice of patient care. Opportunity to apply principles of nursing practice will be provided through concurrent laboratory experiences. Pr. intent to major in nursing.

301. Dynamics of Professional Nursing I (3:3). Introduction to the roles and functions of the professional nurse, with emphasis on the nursing process and concepts of wellness and homeostasis as they relate to the individual and the life cycle.

302. Dynamics of Professional Nursing II (3:3). Selected principles and technics of communication in each age group essential for the practice of professional nursing are analyzed and practiced. Pr. 301, 311, 321.

¹311. Practicum in Nursing I (3:9). Selected and supervised experiences in a variety of settings to provide the student with opportunities to practice technical skills and to apply knowledge from 301 and 321 in giving nursing care.

¹312. Practicum in Nursing II (5:15). The practicum offers selected and supervised experiences with children and those persons demonstrating behavioral variations. Pr. 301, 311, 321.

321. Nursing Care of the Adult with Medical-Surgical Problems (4:4). A study of representative medical-surgical problems arising from pathophysiological changes as a basis for nursing care of the adult.

322. Nursing Care of Persons with Developmental Problems (5:5). A study of growth and development as a basis for understanding pediatric and psychiatric nursing problems. Pr. 301, 311, 321.

331. Professional Heritage (1:1). A historical survey of modern nursing, designed to give the student an understanding of his professional heritage.

401. Dynamics of Professional Nursing III (3:3). Emphasis will be given to the assessment of family health needs and to the exploration of roles that professional nurses assume in providing for continuity of health care within the community. Pr. completion of the first two semesters in the nursing major.

402. Dynamics of Professional Nursing IV (2:2). A study of community homeostasis and the assessment of community health needs. Emphasis will also be given to a study of the evolution of research in nursing with in-

¹Students are individually responsible for their own transportation to and from the community agencies used for practicum experiences.

NURSING

dications for future nursing research. Pr. completion of the first three semesters in the nursing major.

¹411. Practicum in Nursing III (6:18). Practicum in Nursing III provides opportunities for utilization of basic principles and concepts of maternity and community health nursing. Students will participate in cooperative planning and implementation of comprehensive health care for selected families with specific health needs. Practicum periods will include group conferences to discuss student experiences. Seminars will be conducted for the purpose of acquiring pertinent knowledge and techniques. Pr. completion of the first two semesters in the nursing major.

¹412. Practicum in Nursing IV (6:18). Selected and supervised experiences in a variety of settings to provide the student with opportunities to develop a beginning competency in providing nursing care for patients with complex nursing problems. Pr. completion of the first three semesters in the nursing major.

421. Maternity and Community Health Nursing (4:4). The study of basic principles and concepts of family centered maternity care. Emphasis will be given to the promotion of family health through an understanding of the principles of the prevention of disease and disability. The significance of major public health problems will be considered in relation to families and the community. Pr. completion of the first two semesters in the nursing major.

422. Care of Persons with Complex Nursing Problems (4:4). The care of persons with complex nursing problems will be the focus of study. In weekly seminars, case histories of selected patients with complex nursing problems will provide students with opportunities to apply the nursing process in planning patient care. Pr. completion of the first three semesters in the nursing major.

432. Professional Progress (1:1). Identification and analysis of nursing progress and the major issues facing the profession. Pr. completion of the first three semesters in the nursing major.

¹Students are individually responsible for their own transportation to and from the community agencies used for practicum experiences.

PHILOSOPHY

DEPARTMENT OF PHILOSOPHY

Professor ASHBY¹; Associate Professor ROSTHAL² (Head of the Department); Assistant Professors KORT, LEPLIN, NOLAN, SMYTHE; Lecturers KENT³, NEWMAN.

The Department offers courses of study to students with differing interests:

For students interested in acquiring some familiarity with philosophical problems, thinking, and methods, 111, 201, and 211 are recommended. Other 200-300 level courses offer opportunity for more detailed study of specific problems, areas, and philosophical approaches.

Students interested in the philosophical aspects of other areas of knowledge are directed to specific courses in philosophical problems related to the arts, the behavioral, physical, and biological sciences, education, politics, law, literature, language, logic, and religion.

For students interested in the Bachelor of Arts with a major in Philosophy, 211, 231, and 232 are required, in addition to the general University requirements for the Bachelor of Arts degree.

COURSES FOR UNDERGRADUATES

111. Introduction to Philosophy (3:3). Principal problems of philosophy, such as the problem of freedom, the arguments for the existence of God, the justification of moral judgments, and the sources and limits of human knowledge, are introduced through discussion and readings of texts of representative philosophers. Readings include classical and current philosophers. (H).

201. Undergraduate Seminar (3:3). Discussion of selected philosophical problems to be announced by instructor. (H).

211. Introduction to Logic (3:3). Primarily a general introduction to symbolic logic. Attention to techniques for classification of statements and determination of validity of arguments. Emphasis on proof construction. Brief attention to syllogistic logic. (NSM).

212. Intermediate Logic (3:3). A continuation of 211, extending the concepts of validity and consistency to the relational calculus and introducing topics in metalogical theory and the philosophy of logic. Pr. 211. (NSM).

221. Introduction to Ethics (3:3). An analysis of the nature of ethics; a critical survey of the major Western ethical systems and an examination of some contemporary problems. (H).

¹On leave from department 1971-72.

²On leave spring semester 1971-72.

³Part-time.

PHILOSOPHY

231. History of Ancient and Medieval Philosophy (3:3). Ethics, theories of knowledge, and metaphysics in the ancient and medieval periods. Readings in the principal writings of Plato, Aristotle, the Stoics, Augustine, and Aquinas. (H).

232. History of Modern Philosophy (3:3). A survey of modern philosophical thought, Descartes to Dewey. (H).

287. Theory of Knowledge (3:3). Historical and critical examination of the basis and limits of human knowledge. (H).

292. Experience and Reality (3:3). An examination of some of the central problems of metaphysics, such as substance, universals, space and time, causality, God, freedom of the will, as presented in the works of one or more philosophers. (H).

321. Contemporary Ethical Thought (3:3). Analysis of the meaning of moral concepts such as good, right, ought, duty, and of the nature of ethical argument. (H).

322. Philosophy of the Arts (3:3). Philosophical problems related to the description, interpretation, and evaluation of the several arts, including the visual, performing, and literary, discussed generally and in relation to specific works of art. Readings both in philosophy and in art theory. (H).

323. Philosophy of Religion (3:3). A study of philosophic interpretations of religion with major attention given to significant problems in contemporary religions of Western civilization. (Same as Religious Studies 323). (H).

325. Introduction to the Philosophy of Science (3:3). An introductory study of concepts important for an understanding of the nature and goals of research in Astronomy, Physics, Biology, and Chemistry, such as "observation," "experiment," "explanation," "theory," and "hypothesis." A discussion of philosophical problems about the objectivity of science and conceptual change in science, based on examples from the history of science. Includes an introduction to basic principles of inductive and deductive reasoning. Pr. one course in philosophy, physical science, biology, or mathematics.

329. Philosophy of Mind (3:3). Analysis of the ordinary non-technical use of mental concepts such as consciousness, desire, perception, thinking, emotion, and feeling. Philosophical problems concerning the psychological aspects of man such as personal identity, the relation of mental and physical characteristics, our knowledge of psychological states, and unconscious mental processes. (H).

331. Social and Political Philosophy (3:3). Analysis of the doctrines of principal political philosophers in the tradition of Western thought: Plato, Aristotle, Locke, Hobbes, Rousseau, Hegel, Mill. Emphasis on such concepts as political obligation, freedom, rights, and justice. (H).

PHILOSOPHY

335. **Philosophy of Law (3:3).** The study of various philosophical questions which arise in connection with legal institutions. The nature of the law; particular issues such as civil disobedience, censorship, legal responsibility, punishment, conscientious objection. (H).

341. **Recent American Philosophy (3:3).** Recent American philosophy since about 1900. Peirce, James, Royce, Santayana, Whitehead, Dewey. (H).

342. **Philosophy of Language (3:3).** The relation of language to the world. Readings in Moore, Russell, Wittgenstein, Ryle, and other selected authors. (H).

348. **Philosophies of Existence and Phenomenology (3:3).** Contemporary developments in continental philosophy. Kierkegaard, Nietzsche, Husserl, Merleau-Ponty, Heidegger, Jaspers, Sartre, Marcel, Levi-Strauss. (H).

375. **Philosophy of Education (3:3).** Discussion of philosophical questions related to education, such as what is education, how are the aims of education to be decided, and what is knowledge, pursued in conjunction with classic historic readings in the philosophies of education and knowledge as well as selected contemporary readings. Same as Education 375.

401, 402. **Reading Course for Seniors (3:3), (3:3).** Supervised reading and research for students who fulfill requirements for the major in philosophy. With consent of instructor.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

505. **Philosophy and Literature (3:3).** Philosophical problems confronting modern man as reflected in modern literature. Discussion of such authors as Joyce, Mann, Kafka, Camus, James, Hesse, Dostoevski. Pr. 6 hours of literature at sophomore level. (H).

520. **Philosophical Problems in Psychology (3:3).** An examination of alternative conceptual frameworks for explaining human behavior; various conceptions of behavior, cognitive processes, emotion, motivation, and personality; problems about features peculiar to the psychological and our knowledge of psychological processes. Pr. Psychology 221 or 223. (H).

523. **Philosophy of the Social Sciences (3:3).** An inquiry into the logic of confirmation, theories, explanations, lawlike hypotheses, and concept formation in the social sciences: methodological problems connected with concepts and theories in economics, sociology, and psychology; comparisons in scientific method between the social sciences and the physical sciences. Pr. successful completion of 6 hours of approved courses in the social and behavioral sciences.

525. **Philosophy of Natural Science (3:3).** An investigation of the logic of the concepts of scientific hypotheses and laws, and their relation to the logic of explanation, prediction, scientific theorizing, concept formation,

PHYSICS

classification, and measurement; problems about observation statements and theories, the demarcation between science and pseudo-science, and the logic of probability and induction. Pr. successful completion of 6 hours of approved courses in the behavioral, biological, or physical sciences.

COURSES FOR GRADUATES

661. Ethics and Education (3:3).

690. Aesthetics (3:3).

PHYSICAL EDUCATION

See School of Health, Physical Education, and Recreation.

DEPARTMENT OF PHYSICS

Professors CLARK (Head of the Department), REARDON; Associate Professors HAGESETH, McCORMACK, MUIR, WHITLOCK; Assistant Professor MEISNER.

A brochure describing typical Bachelor of Arts and Bachelor of Science programs of study for the physics major is available from the Physics Department Office, first floor of the Science Building.

101-102. General Physics (4:3:3)-(4:3:3). Introduction of laws and properties of matter, sound, heat, optics, electricity and magnetism. Algebra and trigonometry used in the development of this material. (NSM).

191-292. General Physics (4:3:3)-(4:3:3). Basic principles of mechanics, heat, electricity and magnetism, sound and light, presented in terms of both classical and modern physics topics. Corequisites Mathematics 191, 292, respectively. (NSM).

207. Intermediate Laboratory I (1:0:3). Performance of atomic, nuclear, and solid state physics experiments, and analysis of data in a quantitative and scientific manner. Simple computer programs will be used to study the concepts of error and least-square-fit techniques. Pr. 191-292, or 101-102 with permission of the instructor. (NSM).

208. Intermediate Laboratory II (1:0:3). Performance of experiments emphasizing the concepts of classical physics. Topics include force, energy, resonance, and relaxation. Pr. 191-292 or 101-102 with permission of the instructor. (NSM).

303. Introduction to Modern Physics (3:3). Study of the fundamental concepts of atomic, molecular, nuclear, and solid state physics from the quantum-mechanical and special relativity points of view. Topics include special relativity, wave-particle dualism, Schrödinger equation, hydrogen

PHYSICS

atom, atomic spectra, nuclear structure, radioactivity, nuclear reactions and molecular and solid state physics. Pr. 191-292, or 101-102 with permission of the instructor. (NSM).

305. Physical Science (4:3:3). An integrated introduction to the basic laws and phenomena of nature, traditionally ascribed to the science of physics. Applications are made in topics selected from such fields as astronomy and environmental science. Some laboratory periods will be tailored to the particular interests of individual students. Students electing this course are urged to take Chemistry 306 the following semester. (NSM).

307. Advanced Laboratory I (1:0:3). Performance of electricity and magnetism, and electronic experiments with analysis of these basic phenomena as applied to the research laboratory. Pr. 207, 208 or permission of the instructor. (NSM).

308. Advanced Laboratory II (1:0:3). Performance of optics experiments with both microwaves and visible light. A special project using techniques from both advanced Labs I and II will be pursued during the latter part of the course. Pr. 207, 208 or permission of the instructor. (NSM).

321. Optics (3:3). An analytical treatment of geometrical optics (thin and thick lenses, image formation, theory of optical instruments) and physical optics (electromagnetic waves, interference, polarization, diffraction, optical properties of materials). Pr. 322 or permission of instructor. (NSM).

322. Electricity and Magnetism (3:3). A study, using the techniques of vector algebra and calculus, of topics in the theory of electric and magnetic fields, including Gauss's, Ampere's and Faraday's laws, and Maxwell's equations. Pr. 191-292, or 101-102 with permission of instructor, and Mathematics 394 or 345, or permission of instructor. (NSM).

323. Thermal Physics (3:3). A study of the properties of matter developed by combining thermodynamic reasoning with molecular theory. Pr. 191-292, or 101-102 with permission of instructor. (NSM).

324. Mechanics (3:3). Mathematical treatment of the classical kinematics and dynamics of a particle in a uniform field, in oscillatory motion and simple motions of systems of particles. Analytical and numerical techniques of problem solution will be stressed. Pr. 101-102 or 191-292; co-requisite Mathematics 293 or consent of instructor. (NSM).

331, 332. Experimental Physics (1:0:3), (1:0:3). Advanced courses in laboratory techniques as involved in special laboratory problems. Pr. two advanced courses in physics which are being taken concurrently or have been completed. (NSM).

333. Experimental Course: Selected Topics (3:3). Primarily intended for those who are not physical science majors. Topics will vary with the instructor and with the semester. Contemporary topics may include subjects such

PHYSICS

as an analysis of our physical resources, their inherent energy limitations, and new sources of energy (such as solar, geothermal, etc.); the development and adaptation of nuclear energy to electric power plants and armaments systems, and the ensuing environmental and political problems; ideas involved in special relativity, cosmology, and quantum mechanics for those with little mathematical background; the importance of the understanding of physical laws in the development of art, music, and architecture; the relationship between physical laws and communications; etc. No previous science course required. Interested students should inquire at the physics department office for further details. Selected topics for science majors may also be given upon request.

391, 392. Physical Science (4:3:3), (4:3:3). An integrated introduction to the basic laws and phenomena of nature, traditionally ascribed to the sciences of physics and chemistry. Applications are made in astronomy and environmental sciences. Some laboratory periods will be tailored to the particular interests of individual students. Same as Chemistry 391, 392. Cannot be used for credit toward a B.S. or B.A. degree in physics.

450. Modern Physics (3:3). Study of modern theories of matter, electricity, and radiation in the fields of atomic, nuclear, and solid state physics. Pr. 303 and 322. (NSM).

452. Modern Physics Laboratory (1:0:3). Basic experiments in atomic, nuclear, and solid state physics as well as contemporary experiments, where facilities permit. Pr. or coreq. 450. (NSM).

493-494. Honors Work (3:3)-(3:3). (NSM).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

500. Seminar (1, 2, or 3 semester hours of credit). Selected topics of current interest in physics. Pr. 322, 324.

501a,b. Physics for Teachers (3:3), (3:3). Study of particle and wave motion from the dynamical point of view, as presented in the Physical Science Study Committee physics course and in other treatments. Study of electricity and magnetism and the physics of the atom using the knowledge of dynamics. Pr. one year of college physics, one year of college mathematics, and consent of instructor. Cannot be used for credit toward M.S. degree in physics.

505. Electromagnetism (3:3). Advanced course in electromagnetic theory. Development of Maxwell's equations. Electrostatics and magnetostatics. Solution of Laplace's and Poisson's equations. Application to wave propagation and radiation. Pr. 322, Mathematics 394.

507. Analytical Mechanics (3:3). Extension of classical laws of particle motion to the treatment of the general motion of a rigid body, non-inertial reference frames, introduction to generalized coordinates, normal co-

POLITICAL SCIENCE

ordinates, introduction to topics and techniques based on the calculus of variations. Pr. 324, Mathematics 390.

521. **Introduction to Quantum Mechanics (3:3).** Origins of the quantum theory; wave-particle duality and the uncertainty relations, elementary wave mechanics; solutions of the Schrödinger equations for simple systems, including the hydrogen atom; spin; exclusion principle, atomic spectra of many electron atoms. Pr. 450, Mathematics 394.

535. **Electronics for Scientists (3:2:3).** Introduction to the theory of vacuum tubes and solid state devices. Electronic circuits useful for measurement, signal processing, and control are studied. The course is especially designed to meet the needs of the experimental scientist. Pr. permission of instructor or head of student's major department. Cannot be used for credit toward M.S. degree in physics.

COURSES FOR GRADUATES

601a. **Basic Concepts in Physics (3:3).**

601b. **Selected Topics in Physics (3:3).**

602a,b. **Physics for College Teachers (3:3), (3:3).**

603. **Laboratory for Teachers of Physical Science (1 to 3).**

622. **Quantum Mechanics (3:3).**

623. **Classical Dynamics (3:3).**

624. **Introduction to Theoretical Physics (3:3).**

625. **Electrodynamics (3:3).**

626. **Statistical Physics (3:3).**

631, 632. **Introduction to Solid State Physics (2:2), (2:2).**

640. **Introduction to Nuclear Physics (3:3).**

695. **Individual Study (1 to 3).**

699a,b. **Thesis (3)-(3).**

DEPARTMENT OF POLITICAL SCIENCE

Professors OLSON (Head of the Department), WRIGHT; Associate Professor HUNT; Assistant Professors MILAKOVICH, SVARA; Lecturers MEYERS, PRYSBY.

A major in political science is suitable for students with career interests in pre-law, participation in electoral politics, or governmental service (at local, state, or federal levels), as well as for students who have more general

POLITICAL SCIENCE

intellectual interests in government, politics, and international relations as part of their effort to obtain a good education.

No specific courses are required either preparatory to or during the major. The beginning student is urged to take a 200 level course. In the major, students should take a variety of courses to gain a broad view of the subject matter and methods within political science. Students considering graduate study are urged to take Research Methods (PSC 301) in the fall of their senior year, if not before.

Students seeking electives in political science may elect from the entire range of offerings. No University program requires any specific political science course. Non-majors are urged to select their electives widely to satisfy individual intellectual interests and are not restricted to 200 level courses.

COURSES FOR UNDERGRADUATES

221. **The Federal Government (3:3).** Origin, organization, and development, with special attention to government in action. Staff. (SBS).

223. **Urban Governments and Politics (3:3).** Examination of political behavior, processes, and institutions in the city as a special focus for the study of politics and government in the United States. Discussion and readings will be directed to current developments in Greensboro and other American cities. Mr. Svava. (SBS).

240. **The International System (3:3).** An introduction to international politics focusing upon major changes in the international system since 1945. Mr. Meyers. (SBS).

250. **Western Political Systems (3:3).** A comparative examination of political institutions and behavior in selected Western nations, with primary emphasis on the major Western European nations. Mr. Prysby. (SBS).

260. **Communist Political Systems (3:3).** Political traditions, cultures, and institutions of the Communist systems with particular emphasis on the Soviet Union and Eastern Europe. Staff. (SBS).

300. **Experimental Course.**

301. **Research Methods in Political Science (3:3).** An introductory course in the basic principles of research in political science. The focus is on the criteria for judging the quality of research in political science. No statistical knowledge is required for this course. Mr. Prysby. (SBS).

310. **Public Law and Policy Administration (3:3).** Presentation of public administration and bureaucratic concepts, including systems analysis, organization theory, public law, comparative administration and decision-making. Emphasis will be placed on problems of intergovernmental relations and public policy education, urban and rural community development, transportation, and criminal justice administration. Mr. Milakovich. (SBS).

POLITICAL SCIENCE

311. Public Administration (3:3). A study of governmental administrative organization in the United States with particular emphasis on the factors involved in administrative decision-making. Staff. (SBS).

314. Field Research in Public Administration (3:2:6). Supervised field research in public agencies including training and participation in survey research, questionnaire design, sample selection, interviewing, data processing and analysis. Mr. Milakovich.

322. State and Local Government (3:3). Structure and functions of government in the state and local fields. Staff. (SBS).

327. American Political Parties (3:2:2). Party development and organization, campaigns and elections, political machines. Miss Hunt. (SBS).

328. Southern Politics (3:3). Examination of contemporary political developments throughout the American South in both state and national politics. Emphasis will be placed upon student analysis of original evidence from interviews and documentary sources. Mr. Olson. (SBS).

330, 331. Workshop in Practical Politics (3:2:6), (3:2:6). Analysis of electoral campaign strategies by party and candidate through actual participation in campaigns and by writing of case studies based upon student campaign participation. Spring semester in even numbered years covers primary elections; fall semester concentrates on general elections. Either semester may be taken independently. Offered only during election years. Pr. consent of instructor; 327 or 328 recommended. Mr. Olson. (SBS).

333. The Legislative Process (3:3). Examination of contemporary legislative bodies—Congress, state legislatures, and foreign parliaments. Attention will be given to their internal organization and politics and to their relationship to their Chief Executive. Mr. Olson. (SBS).

335. Women in Politics (3:3). An analysis of the relationship of women to the political process with particular emphasis on women's political socialization, patterns of political participation and leadership selection. Miss Hunt. (SBS).

340. International Politics (3:3). Analysis of basic factors of power among nations; imperialism; national policies. Not open to students who have received credit for Political Science 323. Mr. Wright. (SBS).

341. International Organization (3:3). An analysis of the role of the United Nations and other major organizations in the contemporary international system. Pr. any international relations course or consent of instructor. Mr. Meyers. (SBS).

342. American Foreign Policy (3:3). An analysis of the decision-making process concerning the formulation and execution of American Foreign Policy. Selected case studies, especially in the post-World War II era. (SBS).

POLITICAL SCIENCE

343. Comparative Foreign Policy (3:3). Comparative analysis of the foreign policies of a number of countries with special emphasis on major states other than the U. S. Staff. (SBS).

355. Selected Topics in Comparative Politics (3:3). Cross-national examination of a specific topic in political organization and behavior. Students may repeat the course but not the same topic. 355a. Political Violence; 355b. Political Parties; 355c. Politics of Development; 355d. Politics of Industrial Societies. Mr. Prysby. (SBS).

361. The Political System of the Soviet Union (3:3). The focus is on the analysis of the patterns of political power in the Union of Soviet Socialist Republics. This includes an examination of the resource bases of national power, the revolutionary background, the role of the Communist Party, the development of Soviet elites and the operation of the decision-making institutions. Pr. 260 and courses in Russian history and language recommended. Staff. (SBS).

372. South Asian Political Systems (3:3). An analysis of the political systems of India and Pakistan (with some reference to Ceylon). Emphasis will be on the last 100 years. Not open to students who have received credit for Political Science 362. Students are encouraged to have taken History 215 or equivalent. Mr. Wright. (SBS).

373. Far Eastern Political Systems: China (3:3). An analysis of the political system of China, with an emphasis on developments of the last 100 years in Mainland China. This includes an examination of the social, economic, political, and ideological factors. Not open to students who have received credit for Political Science 371. Taught in fall semester of odd-numbered years. Mr. Wright. (SBS).

374. Far Eastern Political Systems: Japan (3:3). An analysis of the political system of Japan, with an emphasis on developments since 1868. This includes an examination of the social, economic, political, and ideological factors. Not open to students who have received credit for Political Science 371. Taught in fall semester of even-numbered years. Mr. Wright. (SBS).

381. Latin American Political Systems (3:3). An analysis of political institutions and behavior in Latin America, with particular emphasis on the relationship between political change and socio-economic modernization. Mr. Prysby. (SBS).

391. African Political Systems (3:3). Examination of political institutions and problems in the independent states and dependent territories of Africa. Emphasis will be on the different responses to the common problems of attaining independence, nation-building, and development. It is desirable for students to have some background in American and/or European government. Mr. Meyers. (SBS).

POLITICAL SCIENCE

401, 402. Individual Study (1 to 3). A directed program of reading or research. Available to the qualified student upon the recommendation of an instructor. Staff. (SBS).

493-494. Honors Work (3:3-(3:3)). (SBS).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

505. Problems in Politics (3:3). A seminar in research and study in political science. Attention will also be paid to problems of methodology and alternative conceptions of the whole field of political science as a scholarly discipline. Staff. (SBS).

528. Constitutional History of the United States (3:3). A study of the leading principles and practices of American government, examined in their historical context and illustrated by Supreme Court cases in Constitutional law. Miss Hunt. (SBS).

529. Civil Liberties and the Judicial Process (3:3). A study of the historical development of leading judicial doctrines in civil liberties and civil rights in the United States with particular emphasis on the interplay of philosophical, social, and political factors involved in the Supreme Court decisions in this field. Miss Hunt. (SBS).

571. Political Theory (3:3). The works of leading thinkers from ancient times to the nineteenth century. Miss Hunt. (SBS).

572. Political Theory (3:3). The nineteenth and twentieth centuries. A continuation of Political Science (History) 571 but may be taken separately. Miss Hunt. (SBS).

¹Same as History 528. Major students in either history or political science who take History (Political Science) 528 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

²Same as History 529. Major students in either history or political science who take History (Political Science) 529 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

³Same as History 571. Major students in either history or political science who take History (Political Science) 571 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

⁴Same as History 572. Major students in either history or political science who take History (Political Science) 572 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGY

Professors BROWNSTEIN, EASON (Head of the Department), SEGAL, SMITH, WELLS; Associate Professors ERICKSON, HARTER, LUMSDEN, SHULL, SODERQUIST; Assistant Professors DALBY, GAEBELEIN, KUBOSE, LAWRENCE, NELSON, PRATT, WEINER; Lecturers EDWARDS, McGEHEE.

Students planning to major in psychology are expected to take Psychology 221 or 223 as their introductory course. Among the advanced courses, all majors are required to take Psychology 310, 515, either 425 or 450, 451 or 452, and 453 or 454. In addition every major is strongly advised to take Psychology 341, 426 or 442, and 447, as well as courses in mathematics and the natural sciences other than psychology.

Finally, a student planning to go on to graduate work in psychology is advised to select an undergraduate language from among French, German, and Russian.

Any course at the 300- or 400-level may be taken by any student who satisfies the stated prerequisites.

221. General Psychology (3:3). A survey of the field of psychology, which includes the study of psychology as a science, the nervous system, growth and development, sensory and perceptual processes, motivation, emotion, learning, personality (normal and pathological), statistics, testing, intelligence, and aptitudes and achievement. The student may not take both 221 and 223 for credit. (SBS).

223. General Experimental Psychology (4:3:2). This one-semester laboratory course covers the same content material as 221 with emphasis being placed on experimental methodology and laboratory experience. It replaces Psychology 211-212. The student may not take both 221 and 223 for credit. (NSM).

310. Statistics in Behavioral Science Research (3:3). Moment and product-moment statistics; description and inference; estimating parameters and testing significance. Taught at introductory level; see 610. Requires knowledge of elementary algebra.

312. Psychology of Learning (3:3). Principles of learning and their application to everyday human behavior. Analysis of learning situations involved in child-rearing, classroom teaching, and deviant behavior. Pr. 221 or 223.

333. Special Problems in Psychology (1 to 3). Opportunity for students to work individually or in small groups on psychological problems of special interest. Work may represent either survey of given field or intensive investigation of particular problem. Student should consult instructor before registering for this course.

- 334. Special Problems in Psychology (1 to 3).** Continuation of 333.
- 341. Abnormal Psychology (3:3).** An introduction to behavior pathology. Description, dynamics, and modification of abnormal behavior, including the neuroses, psychoses, character disorders, and psychosomatic reactions. Pr. 6 hours of psychology, or consent of instructor.
- 345. Introduction to Personality (3:3).** Study of individual differences in behavior and of biological and social factors which produce these differences. Pr. 221 or 223. (SBS).
- 425. Principles of Comparative Psychology (3:3).** A systematic presentation and evaluation of the development, methodology, research, and theory that have arisen from the comparative study of behavior of subhuman species. Contributions of both ethology and comparative psychology will be discussed and evaluated. Formerly 325. Pr. 223.
- 426. Developmental Processes I (3:3).** Survey of development of children from infancy through adolescence, emphasizing developmental concepts, processes, experimental methodology, and findings of research in the areas of learning and motivation. Formerly 326. Pr. 221 or 223. (SBS).
- 437. Psychological Tests and Measurements (3:2:3).** The major principles of measurement of psychological attributes are covered. Factors essential for a reliable and valid measuring instrument are examined. Fundamentals of testing in the areas of achievement, personality, intelligence, attitudes, and projective techniques are presented. Experience in constructing, giving, and evaluating tests is provided in the laboratory. Formerly 537. Pr. 221 and 310.
- 442. Developmental Processes II (3:3).** Survey of development and behavior of children from infancy through adolescence, emphasizing developmental concepts, processes, experimental methodology, and findings of research in the areas of perceptual and social development. Formerly 342. Pr. 221 or 223. (SBS).
- 447. Dynamics of Social Behavior (3:3).** A study of social behavior. Covers attitudes, communication, perception of others, small group behavior. Formerly 347. Pr. 221 or 223. (SBS).
- 450. Physiological Psychology (3:3).** Role of central and peripheral nervous systems, muscles, and glands in mediation of behavior. Formerly 350. Pr. 223 or Biology 101, 102. (NSM).
- 451. Experimental Analysis of Operant Behavior (3:2:3).** Methodological and theoretical considerations of the basic factors of the generation, maintenance, extinction, differentiation, discrimination, generalization, chaining, and motivation of operant behavior. Formerly 351. Pr. 223. (NSM).
- 452. Human Learning and Complex Processes (3:2:3).** Study of processes involved in human learning, memory, problem solving, and related per-

PSYCHOLOGY

formances: An examination of typical experimental techniques, results, and current theoretical accounts of these processes. Formerly 352. Pr. 223. (NSM).

453. **Sensory Processes (3:2:3).** Study of the sensory systems and how they receive and modify information about the external environment: the structures, function, and phylogenetic development of the eye, ear (including labyrinth), nose, and organs of touch. Formerly 353. Pr. 223. (NSM).

454. **Perceptual Processes (3:2:3).** Examination of the perceptual processes of detection, discrimination, and scaling of changes in visual and auditory stimulus input, as well as the study of instances of perceptual stability. Formerly 354. Pr. 223. (NSM).

493-494. **Honors Work (3)-(3).**

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

502. **Psychology of the Exceptional Child (3:3).** General survey of significant psychological problems characteristic of various classes of exceptional children. Especially designed to fit the needs of the teacher in special education. Pr. 223 or 221 and consent of instructor.

503. **Mental Deficiency (3:3).** Definitions, theories, classifications, etiology, diagnosis, and psychotherapy in the area of mental deficiency. Pr. 223 or 221 and consent of instructor.

504. **Behavior Disorders in Children (3:3).** Clinical and experimental approaches to psychopathology of childhood. Etiology and modification of deviant behavior in various age groups through adolescence. Pr. 426, 442, or consent of instructor.

505. **Behavior Principles: Foundation and Applications (3:3).** A foundation course in the principles of behavior with special reference to modifiable aspects of behavior. Emphasis will be on principles of behavior that form the basis for current applications to educational and counseling technology. Recommended for students in Education, Child Development, Counseling, Speech, Sociology, Physical Education, Nursing, etc. Not open to psychology majors. Pr. 221 or 223 or consent of instructor.

515. **History and Systems of Psychology (3:3).** Discussion of prescientific thinking on psychological problems, origin of systems of psychology, and ways in which these systems are reflected in contemporary psychology. Pr. senior or graduate status with a minimum of 12 hours of psychology, including 221 or 223 or consent of instructor.

532. **Industrial and Business Psychology (3:3).** Determinants of behavior of individuals in industrial and business organizations: social and physical

environments, organizational structure, leadership, task taxonomy, and individual differences. Pr. 221, 223, or consent of instructor.

534. Consumer Behavior (3:3). Psychological and socio-economic factors affecting consumer motivation, behavior, and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socio-economic groups. Pr. 221 or 223, or Business Administration 490, or consent of instructor. Same as Business Administration 534. (SBS).

535. Personnel Psychology (3:3). Applications of psychological methods and techniques to personnel work in business and industry: selection and training of employee, job evaluation and salary administration, performance appraisal, attitude-morale measurements. Pr. 221 or 223 or consent of instructor.

540. Principles of Behavioral Assessment (3:3). Evaluation of models of psychological assessment with emphasis on assessment during behavior modification. Pr. 341, 437, or consent of instructor.

541. Principles and Theory of Behavior Modification (3:3). A systematic evaluation of the research methods and theory underlying the current applications of experimental and social psychology to behavior change. Discussion of the practical problems involved in applying operant procedures to individual and institutional behaviors. An introduction to the theoretical bases of modeling and desensitization procedures. Pr. 451 or consent of the instructor.

COURSES FOR GRADUATES

601. Graduate Problems in Psychology (1 to 3).

602. Seminar in Systematic Issues (3:3).

609. Advanced Statistics in Behavioral Science Research I (3:3).

610. Advanced Statistics in Behavioral Science Research II (3:3).

611. Experimental Design in the Behavioral Sciences (3:3).

617. Behavior Theory (3:3).

625. Comparative Psychology (3:3). Formerly 525.

630. Instrumentation in Psychology (3).

640. Introductory Practicum in Behavioral Assessment (1).

641. Introductory Practicum in Behavior Modification (1).

642. Practicum in Behavior Modification (1 to 6).

643. Advanced Developmental Psychology (3:3). Formerly 543.

646. Theories of Personality (3:3). Formerly 546.

647. Advanced Social Psychology (3:3). Formerly 547.

RELIGIOUS STUDIES

- 649. Motivation Processes (3:3). Formerly 549.
- 650. Physiological Psychology (3:3). Formerly 550.
- 651. Experimental Analysis of Operant Behavior (3:2:3). Formerly 551.
- 652. Human Learning and Complex Processes (3:2:3). Formerly 552.
- 653. Sensory Processes (3:2:3). Formerly 553.
- 654. Perceptual Processes (3:2:3). Formerly 554.
- 683. Contemporary Problems (3:3). Formerly 603.
- 699. Thesis (3 to 6).
- 742. Advanced Practicum (1 to 6).
- 751. Independent Doctoral Research (1 to 6).
- 799. Doctoral Dissertation Research (6 to 12).

DEPARTMENT OF RELIGIOUS STUDIES

Assistant Professor LADNER, Acting Head.

The Religious Studies Department is oriented around the impact, manifestation, and criticism of religion within the whole of man's meaningful experience. Its focus of inquiry is informed by crossing-points of the human condition, the central concern being not simply to transmit information about religious traditions but to understand the full scope of the reality of the human situation. It relates both to the humanities and to the sciences in seeking imaginative understanding of the interaction of sacred and profane in all its forms. In purpose and resources, therefore, it is at one with other studies in the exploration of man and universe. The contemporary culture in which the student lives is regarded as a congenial and proper setting for this inquiry.

- 110. Introduction to Religious Studies (3:3). An inquiry into the meaning of religion through a consideration of the forms, patterns, categories, symbols, and practices which characterize man's religious experience. (H).
- 212. Religion and Culture in East and West (3:3). A study of the major expressions of man's religious faith as found in certain of the religions of East and West viewed in their historico-cultural settings. (H).
- 241. Vision and Choice in Morality (3:3). An investigation of the dynamics of human choice and of the ways in which images of the past and future inform moral decisions, actions, and intentions. This will involve a consideration of the interaction between moral choice and human temporality. (H).

RELIGIOUS STUDIES

323. Philosophy of Religion (3:3). A study of philosophic interpretations of religion with major attention given to significant problems in contemporary religions of Western civilization. Same as Philosophy 323. (H).

326. Religion and Contemporary Culture (3:3). The religious apprehension of man and the world as disclosed by an analysis of the conceptual commitments embodied in contemporary social institutions, the arts, politics, and philosophy. (H).

366. Sociology of Religion (3:3). An introduction to sociological study in the field of religion with emphasis on modern society and the relation of religion to other institutions and the functions of religious roles. Same as Sociology 366. (SBS).

371. The Literary Study of the Bible (3:3). The Bible as a part of the world's great literature; designed to give the student a better comprehension of the Bible through study of its origins, history, structure and literary qualities. Same as English 371. (H).

380. Experimental Course: Human Interaction and the Symbolic (3). A study of the human capacity for symbolic reflection and decision in the context of such ordinary transactions as dialogue, gesture, group relations, etc., having in view their bearing on an understanding of religious experience.

RESIDENTIAL COLLEGE

Professor ASHBY, Director; Assistant Professor TISDALE, Master.

Western Civilization, 1500-1914 (9:9), (9:9). A study of Western civilization from 1500 to the First World War, with examination of basic historical developments and their relations to the contemporary world. Readings in the literature of the periods. Emphasis upon the student's ability to read with discrimination and to discuss with clarity. Considerable attention will be given to the development of writing skills. Pr. acceptance in the Residential College.

131-132. Western Civilization, English (3)-(3). (EC).

135-136. Western Civilization, History (3)-(3). (SBS).

137. Western Civilization, Humanities (3). (H).

138. Western Civilization, Social Science (3). (SBS).

231, 232. Sophomore Seminars (9), (9). Concentrated and in-depth seminars meeting University requirements in the humanities, social science, and natural science are created by faculty and students. The seminars, with accompanying independent study, are developed in terms of interests and needs. Representative seminars offered the first year include "American Literature of the Thirties," "History of Chinese Literature," "Science Fiction," "Contemporary Physics," "Scientific Aspects of the Bomb," "Ecol-

ROMANCE LANGUAGES

ogy and Human Welfare," "Radicalism in Historical Perspective," "Health Problems of Lower Income Families," "Education for Survival," "The African World View." The Residential College student takes three inter-related seminars each semester.

231 is divided into:

221, 222, 223. Humanities Seminar (2), (2), (2). (H).

221L, 222L, 223L. Humanities Independent Study (1), (1), (1). (H).

224, 225, 226. Social Science Seminar (2), (2), (2). (SBS).

224L, 225L, 226L. Social Science Independent Study (1), (1), (1). (SBS).

227, 228, 229. Natural Science Seminar (2), (2), (2). (NSM).

227L, 228L, 229L. Natural Science Independent Study (1), (1), (1). (NSM).

232 is divided into:

241, 242, 243. Humanities Seminar (2), (2), (2). (H).

241L, 242L, 243L. Humanities Independent Study (1), (1), (1). (H).

244, 245, 246. Social Science Seminar (2), (2), (2). (SBS).

244L, 245L, 246L. Social Science Independent Study (1), (1), (1). (SBS).

247, 248, 249. Natural Science Seminar (2), (2), (2). (NSM).

247L, 248L, 249L. Natural Science Independent Study (1), (1), (1). (NSM).

301, 302. Independent Study (3:2), (3:2). An independent examination of materials related to the curriculum of the Residential College and/or the field of a student's major. Specific materials of the course are devised by the student in collaboration with a tutor on the Residential College faculty. Pr. participation in the Residential College.

311, 312. Seminar in Western Civilization (3:3:2), (3:3:2). An examination of the development of western civilization with concentration in the related fields of history, literature, philosophy, religion, and art history. Pr. participation in the Residential College. (311 H).

RUSSIAN

See Department of German and Russian.

DEPARTMENT OF ROMANCE LANGUAGES

Professors BARINEAU, DESCOUZIS, McSPADDEN (Head of the Department); Associate Professors ATKINSON, COUCH, FELT, LAGOS, OSUNA; Assistant Professors ALMEIDA, BELL, BENDER, CHAUVIGNÉ, KISH, MOHLER, RIZK, SMITH, STINSON, TERRY, WHITAKER; Instructors BULGIN, BULLINGTON¹, DOUGLAS, EMMA², FESMIRE, HASTINGS, KINGSBURY, KOENIG, LAY, LUCAS, MORA-MALLO, PARDUE, PARK^{1,2}, STALEY; Lecturers MITCHELL, SANCHEZ-BOUDY; Teaching Assistants McLEOD¹, MEISART, RUBIO².

¹Fall semester.

²Part-time.

ROMANCE LANGUAGES

The program of studies leading to a major in French or Spanish is designed to insure a well-rounded preparation in language and literature. Requirements for the major are 30-36 semester hours at the 200 level or above and include French/Spanish 207, 208; four courses in language drawn from French/Spanish 209, 210, 211, 212, 350, 353; three courses in literature at the 300 and 500 level; additional courses in language, literature, or civilization, the choice to be determined by the student's needs and interests. Students seeking certification to teach must include courses in phonetics, civilization, and composition: French/Spanish 350; 571 or 572; 209 and 210, or 353.

There are no cognate requirements for the major in French or Spanish. The following related areas are suggested as a guide to the enrichment of the major: a second foreign language and literature; English or American literature; classical civilization; European, French, or Latin-American history; international relations; Latin-American Studies; linguistics; music or art appreciation; philosophy; participation in International House activities.

FRENCH

101-102. Elementary French (3:3)-(3:3). Introduction to the French language with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory. Staff.

103, 104. Intermediate French (3:3), (3:3). Review and further study of basic French structures with emphasis on active use of the language skills: listening, speaking, writing, reading. Intensive work in the language laboratory. 103 is prerequisite to 104. Staff. (H).

105-106. Intermediate French for Voice Majors (3:3)-(3:3). Review of main elements of grammar. Emphasis on pronunciation and diction for singers, with practice in intonation, interpretation, vocabulary building and comprehension. Readings based especially on texts from French vocal and literary works. Supplementary instruction in the language laboratory. Staff.

150. Applied French (International House) (1:1). Students living on the French Floor of the International House agree to use the language for communication and to participate in the conversational, social and other activities of the Floor and House. May be repeated for credit up to a total of four semester hours. Grade: pass/not pass. Pr. admission to French Floor of International House.

201, 202. Intensive Reading Course in French (3:3), (3:3). This course is designed to develop the student's ability to read French. Grammar will be emphasized the first semester; vocabulary building and reading, the second. Reading material will depend largely upon the interests of the class. Staff.

¹This course may not be used to satisfy the foreign language requirement.

ROMANCE LANGUAGES

207, 208. **Survey of French Literature** (3:3), (3:3). Reading in chronological order of selections from French literature. Staff. (H).

209, 210. **Intermediate French Composition** (3:3), (3:3). Intensive study of the fine points of grammar and of a wide range of idioms, translation of English sentences and connected discourse into French, dictation. Staff.

211, 212. **French Conversation** (3:3), (3:3). Intensive and methodical training in spoken French. Staff.

301, 302. **French Literature in Translation** (3:3), (3:3). A study in translation of the major plays, fiction, and poetry from the Middle Ages through the seventeenth century in the first semester. The second semester will be a study of the major French prose writers of the nineteenth century and the first half of the twentieth century. (May not be used for credit toward French major.) Miss Terry. (H).

313. **The Contemporary French Novel** (3:3). A study of the significant works of French novelists, from World War I to the present, whose writings reflect new trends in the novel in France. Pr. 207, 208 or equivalent. Mr. Smith. (H).

327. **Seventeenth-Century French Classical Literature** (3:3). A study of some of the most representative works of the classical period. Pr. 207, 208 or equivalent. (H).

330. **Eighteenth-Century French Literature** (3:3). A study of selected works of Prévost, Marivaux, Montesquieu, Voltaire, Diderot, Rousseau, Beaumarchais, and Bernardin de St.-Pierre. Pr. 207, 208 or equivalent. Mr. Felt. (H).

331. **French Romanticism** (3:3). A study of Romantic poetry, novels, and dramas with emphasis on poetry. Pr. 207, 208 or equivalent. Miss Barineau. (H).

333. **The Nineteenth-Century French Novel** (3:3). An intensive study of some of the most important French novels of the nineteenth century. The authors to be studied include Constant, Stendhal, Balzac, Flaubert, and Zola. Pr. 207, 208 or equivalent. Mr. Couch. (H).

336. **Nineteenth-Century French Theatre** (3:3). A study of selected works of Pixérécourt, Dumas père, Hugo, Musset, Vigny, and Scribe representing the earlier part of the century; and Dumas fils, Augier, Pailleron, Becque, Rostand, and Maeterlinck from the later part. Pr. 207, 208 or equivalent. Mrs. Bell. (H).

340. **Modern French Poetry** (3:3). A study of Baudelaire, Lautréamont, Rimbaud, and Mallarmé followed by selected poems of Valéry, Claudel, Apollinaire, Aragon, Eluard, Fargue, Supervielle, Reverdy. Pr. 207, 208 or equivalent. Mr. Chauvigné. (H).

350. **Practical French Phonetics** (3:3). A practical course in French phonetics. Students will learn to read and write phonetic symbols for all

ROMANCE LANGUAGES

sounds in the French language and will study the mechanics of the production of these sounds, accompanied by intensive drill in pronunciation and intonation. Pr. 211, 212, or equivalent, or permission of instructor. Mr. Felt.

353, 354. **Advanced French Composition** (3:3), (3:3). Intensive study of modern French prose. Translations into French of literary and colloquial English. Pr. 207, 208 or equivalent. Miss Barineau.

493-494. **French Honors Work** (3:3)-(3:3). Staff.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

545. **Old French Literature** (3:3). Readings in French literature of the Middle Ages with attention to the development of the French language. Pr. one 300-level course in French literature or permission of instructor. Mr. Atkinson. (H).

547. **Middle French Literature** (3:3). A study of the major works in the Middle French period (1300-1500) with emphasis on Villon and *Maistre Pathelin*. Pr. one 300-level course in French literature or permission of instructor. Mrs. Bender. (H).

558. **French Literary Criticism** (3:3). A survey of the major developments and representatives in French literary criticism from Boileau through Diderot and Baudelaire to the present time, followed by a study of the most significant aspects of contemporary French literary criticism. Pr. one 300-level course in French literature or permission of instructor. Mr. Chauvigné. (H).

561. **Molière** (3:3). An intensive study of all of Molière's plays, taken chronologically, revealing his developing mastery of the art of comedy and of stage technics. Pr. one 300-level course in French literature or permission of instructor. Mr. Couch. (H).

563. **Seventeenth-Century French Baroque and Pre-Classical Literature** (3:3). A study of some of the most representative works of the baroque and pre-classical period. Pr. one 300-level course in French literature or permission of instructor. (H).

565. **Rousseau** (3:3). An intensive study of the major writings of Rousseau with a view to tracing the development of his ideas and appreciating his literary artistry. Pr. one 300-level course in French literature or permission of instructor. Mr. Rizk. (H).

567. **Stendhal** (3:3). A study of Stendhal's major works of fiction, to be read in conjunction with selections from his journals and critical pieces. Pr. one 300-level course in French literature or permission of instructor. Mr. Couch. (H).

568. **Modern French Theatre** (3:3). A survey of French drama from the Symbolists to the present day, including works by Claudel, Romaine,

ROMANCE LANGUAGES

Giraudoux, Anouilh, Cocteau, Montherlant, Camus, Sartre, Genet, Beckett, Ionesco, and others. Pr. one 300-level course in French literature or permission of instructor. Mr. Couch. (H).

571, 572. **French Civilization** (3:3), (3:3). A general information course on France and the French people. Historical and geographical background for intensive study of national traits, home life, institutions, and culture. Stress on present-day France. Pr. one 300-level course in French literature or permission of instructor. Mr. Chauvigné. (H).

573. **Sixteenth-Century French Literature** (3:3). A survey of sixteenth-century literature including the works of Marot, Rabelais, and the poets of the Pléiade. Special emphasis on the *Essais* of Montaigne. Pr. one 300-level course in French literature or permission of instructor. Mr. Couch. (H).

COURSES FOR GRADUATES

601, 602. **Seminars in French Literature** (3:3), (3:3).

606. **Teaching a Living Language** (1).

610. **History of the French Language** (3:3).

625. **Studies in French Style** (3:3).

630. **Applied French Linguistics** (3:3).

650. **Advanced French Phonetics** (3:3).

693. **Special Problems in French Language and Literature** (3:3).

699. **Thesis** (3 to 6).

SPANISH

101-102. **Elementary Spanish** (3:3)-(3:3). Introduction to the Spanish language with practice in hearing, speaking, writing, and reading. Supplementary instruction in the language laboratory. Staff.

103, 104. **Intermediate Spanish** (3:3), (3:3). Review and further study of basic Spanish structures with emphasis on active use of the language skills: listening, speaking, writing, reading. Intensive work in the language laboratory. 103 is prerequisite to 104. Staff. (H).

¹150. **Applied Spanish (International House)** (1:1). Students living on the Spanish Floor of the International House agree to use the language for communication and to participate in the conversational, social and other activities of the Floor and House. May be repeated for credit up to a total of four semester hours. Grade: pass/not pass. Pr. admission to Spanish Floor of International House.

¹This course may not be used to satisfy the foreign language requirement.

ROMANCE LANGUAGES

- 207, 208. **Survey of Spanish Literature** (3:3), (3:3). Reading in chronological order of selections from Spanish literature. Staff. (H).
- 209, 210. **Intermediate Spanish Composition** (3:3), (3:3). Intensive study of the fine points of grammar and of a wide range of idioms, translation of English sentences and connected discourse into Spanish, dictation. Staff.
- 211, 212. **Spanish Conversation** (3:3), (3:3). Intensive and methodical training in spoken Spanish. Staff.
- 301, 302. **Spanish Literature in Translation** (3:3), (3:3). First semester: major works of the medieval period and the Golden Age. Second semester: major works of the nineteenth and twentieth centuries. (May not be used for credit toward the Spanish major.) Miss Kish. (H).
- 317, 318. **Spanish-American Colonial, Independence, and Romantic Literature** (3:3), (3:3). Study of key authors and texts of the Spanish territories of the Western Hemisphere with attention to the thought, form, style, and spirit of their works. First semester: Colonial Literature to Independence; second semester: Literature of the Romantic Period. Pr. 207, 208 or equivalent. Mr. Mohler. (H).
321. **Twentieth-Century Spanish Novel** (3:3). Intensive study of novels by Unamuno, Baroja, Valle-Inclán, Azorín and Pérez de Ayala. A brief survey of the post-Civil War novel. Pr. 207, 208 or equivalent. Mr. Descouzis. (H).
324. **Nineteenth-Century Spanish Theatre** (3:3). A survey of the Spanish drama from neo-classicism to the late nineteenth century. Authors to be studied include Moratín, Duque de Rivas, Zorrilla, Tamayo y Baus, Echegaray, Pérez Galdós. Pr. 207, 208 or equivalent. Mr. Descouzis. (H).
326. **Spanish-American Literature from Modernism to the Present** (3:3). Analysis of representative works from Modernism through the Contemporary Period. Lectures on social, literary, and cultural backgrounds. Pr. 207, 208 or equivalent. Mr. Lagos. (H).
329. **Spanish-American Fiction** (3:3). A study of the development of the novel and short story of Spanish America. Reading of representative works with special attention to contemporary fiction. Pr. 207, 208 or equivalent. Mr. Lagos. (H).
330. **Eighteenth-Century Spanish Literature** (3:3). A study of the literature of the Enlightenment in Spain (fiction, prose, poetry, and drama), with attention to the major literary movements of the period. Pr. 207, 208 or equivalent. Miss Kish. (H).
331. **The Essay in Latin America** (3:3). The Latin American essay, its historical evolution and its thematic diversification and ideas. Representative Latin American thinkers. Pr. 207, 208 or equivalent. Mr. Lagos.
333. **Spanish Ballads** (3:3). A thematic and stylistic study of the Spanish ballad with attention to the origins and evolution of the genre. Pr. 207, 208 or equivalent. Miss Kish.

ROMANCE LANGUAGES

334. **Spanish Drama of the Golden Age (3:3).** A review of the evolution of Spanish drama, with detailed study of plays by Lope de Vega, Ruiz de Alarcón, Tirso de Molina, and Calderón. Pr. 207, 208 or equivalent. Mrs. Whitaker. (H).

350. **Spanish Pronunciation (3:3).** A practical course in Spanish phonetics and intonation. Students will learn to read and write the symbols for the sounds and inflections of the Spanish language and will study the mechanics of the production of these sounds, accompanied by intensive drill in pronunciation and intonation. Pr. 211, 212, or equivalent, or permission of instructor. Mr. McSpadden.

353, 354. **Advanced Spanish Composition (3:3), (3:3).** Intensive study of modern Spanish prose. Translations into Spanish of literary and colloquial English. Pr. 207, 208 or equivalent. Staff.

493-494. **Spanish Honors Work (3:3)-(3:3).** Staff.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

510. **Cervantes (3:3).** An intensive study of *Don Quijote*. Lectures, collateral reading and reports. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. Descouzis. (H).

515. **Modern Spanish Poetry (3:3).** A study of Spanish poetry from Romanticism to the present time. Lectures, collateral reading and reports. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. Lagos. (H).

520. **Spanish Lyric Poetry to 1700 (3:3).** A study of the primitive Castilian lyric, the popular and courtly lyric of the Late Middle Ages, and Renaissance and Baroque lyric poetry. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. Almeida. (H).

523. **The Literature of Liberal Spain (3:3).** A study of the main authors of the eighteenth, nineteenth, and twentieth centuries in whose works criticism of traditional Spanish attitudes is best reflected. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. Osuna. (H).

525. **Spanish Prose Fiction of the Renaissance and Golden Age (3:3).** A study of representative works of idealistic and realistic fiction (excluding Cervantes) with emphasis on the picaresque novel. Pr. one 300-level course in Spanish literature or permission of instructor. Mrs. Whitaker. (H).

531. **The Nineteenth-Century Spanish Novel (3:3).** A study of the Spanish novel from the *costumbrista* movement in the first half of the century to the naturalistic novel at the end of the century, including works of Mesonero Romanos, Larra, Enrique Gil Carrasco, Fernán Caballero, Alarcón, Valera, Pardo Bazán, Leopoldo Alas, Galdós, Blasco Ibáñez. Pr.

ROMANCE LANGUAGES

one 300-level course in Spanish literature or permission of instructor. Mr. Descouzis. (H).

535. **Twentieth-Century Spanish Theatre (3:3).** A study of the Spanish drama from realistic to present-day writers, including works by Benavente, los Quintero, los Machado, Marquina, García Lorca and other more recent dramatists, such as Aub, López Rubio, and Sastre. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. Almeida. (H).

538. **Twentieth-Century Spanish-American Theatre (3:3).** A comprehensive view of the twentieth-century Spanish-American theatre with special emphasis on Central American dramatists. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. Almeida. (H).

545, 546. **Old Spanish Literature (3:3), (3:3).** Readings in Spanish literature of the Middle Ages with attention to special features of the literature and the development of the language. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. McSpadden, Mr. Stinson. (H).

571. **Spanish Civilization (3:3).** The development of Spanish culture. Historical and geographical background for the study of twentieth-century Spain. Special emphasis on customs, national traits, arts, and institutions. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. Osuna. (H).

572. **Spanish-American Civilization (3:3).** The development of Spanish-American culture. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. Lagos. (H).

COURSES FOR GRADUATES

601, 602. **Seminars in Spanish Literature (3:3), (3:3).**

606. **Teaching a Living Language (1).**

610. **History of the Spanish Language (3:3).**

615. **The Generation of 1898 (3:3).**

625. **Studies in Spanish Style with Special Emphasis on Literary Methods and Bibliographical Tools (3:3).**

630. **Applied Spanish Linguistics (3:3).**

650. **Advanced Spanish Phonetics: Problems of Pronunciation and Intonation (3:3).**

693. **Special Problems in Spanish Language and Literature (3:3).**

699. **Thesis (3 to 6).**

SOCIOLOGY & ANTHROPOLOGY

ARABIC

201-202. **Experimental Course: Elementary Arabic** (3:3)-(3:3). Introduction to the Arabic language with practice in hearing, speaking, reading and writing. Supplementary instruction in the language laboratory.

ITALIAN

201-202. **Elementary Italian** (3:3)-(3:3). Introduction to the Italian language with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory. Mrs. Bender.

303, 304. **Intermediate Italian** (3:3), (3:3). Further grounding in the principles of grammar, followed by reading in modern authors and in Dante's *Inferno* and selections from Petrarch, Boccaccio, and others. Mrs. Bender. (H).

PORTUGUESE

201-202. **Experimental Course: Elementary Portuguese** (3:3)-(3:3). Introduction to the Portuguese language with practice in hearing, speaking, reading and writing. Supplementary instruction in the language laboratory.

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Professors BURGESS, HIMES, KUPFERER¹, MOSSMAN, NOLAND, SHIVERS; Assistant Professors ALLEN, CONOVER, FITZGERALD, KNOX, McIRVIN, MITCHELL, MOUNTJOY, RALLINGS; Instructors COLEMAN, PRATTO, STEPHENS.

The undergraduate major programs in sociology and in anthropology are planned primarily as a part of a liberal arts education. They are designed to provide the student with an analytic and systematic approach to human socio-cultural behavior. Further, they provide a foundation for advanced study and for a variety of occupations.

Students who major in sociology with a concentration in social welfare are prepared to take social work positions upon completion of this undergraduate program².

For a major in sociology a student will normally complete 36 hours above Grade I. This is the maximum number of hours he may take in sociology, although he may take 42 hours in sociology and anthropology combined. Majors are required to take Sociology 313, 314, and 318. In addition, majors must take two courses at the Grade IV and two courses at the Grade V levels.

¹Acting Head of the Department.

²See page 124 for full statement on the concentration in social welfare.

SOCIOLOGY & ANTHROPOLOGY

For a major in anthropology a student will normally complete 36 hours. This is the maximum he may take in anthropology, although he may take 42 hours in anthropology and sociology combined.

Courses and number of hours recommended for students in various concentrations in the Department are available through the departmental office. Selection of courses from among these should be made in consultation with the student's adviser.

Graduate study leading to the degree of Master of Arts in Sociology is also available. Courses in this degree program are offered both during the regular academic year and in the summer session. For details of this, see the Graduate School Catalog.

SOCIOLOGY

COURSES FOR UNDERGRADUATES

101. American Society (3:3). An examination of contemporary American society and social problems from a sociological perspective. Attention will be given to value systems and institutions and to the social processes which are of major current significance. Not open to seniors. Staff. (SBS).

211. Introduction to Sociology (3:3). The scientific study of social behavior including such factors involved in the functioning and development of human society as culture, personality, social organization, institutions, stratification, social process, and social change. Open to freshmen. Staff. (SBS).

222. Sociology of Deviant Behavior (3:3). Sociological contributions to analysis and treatment of contemporary types of deviant behavior. Relationship of deviant behavior to social change. Not open to freshmen. Staff. (SBS).

313. The Development of Sociological Theory (3:3). Emergence of sociological theory from social philosophy and the role of sociological theory in the development of social science. Formerly 513. Pr. 211 or consent of the instructor. (SBS).

314. Introduction to Sociological Statistics (3:2:1). An introduction to statistical concepts and procedures as applied to sociological inquiry. Topics include elementary descriptive statistics, probability and statistical inference, elementary sampling procedures, simple correlation, statistical significance and reliability. Pr. 211 or consent of the instructor. Mr. Pratto.

318. Introduction to Social Research (3:3). Problems and procedures in research design and data processing in social research. Topics covered include the function of theory in research, concept formation, study design, data collection and analysis. Analysis and interpretation of selected research in sociology, social psychology, and anthropology will be critically

SOCIOLOGY & ANTHROPOLOGY

examined. Pr. 211 or Anthropology 212, and Sociology 314 or consent of the instructor. Mr. Pratto. (SBS).

324. Criminology (3:3). A survey of the nature of crime, criminal statistics, and theories of criminal causation. Attention is given to the nature of criminal law; selected current issues in penology are considered. Pr. 211 or consent of the instructor. Miss Shivers. (SBS).

327. Race and Ethnic Relations (3:3). An examination of the interaction between peoples of differing racial, ethnic, and cultural backgrounds, with a brief comparison of such relationships to those in other parts of the world. Pr. 211 or Anthropology 212 or consent of the instructor. Miss Burgess. (SBS).

331. Public Opinion and Mass Communication (3:3). Social, psychological, and political determinants of public opinion. Examination of how opinions are formed, changed, and influenced and how social action is related to public opinion. Particular attention is given to propaganda, pressure groups, and mass communication media in affecting public opinion. Formerly 231. Pr. 211 or consent of instructor. Mr. Knox. (SBS).

339. Population Problems (3:3). An introduction to the sociological study of the basic population processes of fertility, migration, and mortality, including an examination of the problems associated with changing population size, composition, and distribution. Pr. 211 or consent of instructor. Mr. Mitchell. (SBS).

355. Marriage and the Family (3:3). An analysis of marriage and the family in North America with particular attention given to change and interrelationships with other institutions. Pr. 211 or consent of the instructor. Mr. Rallings. (SBS).

366. Sociology of Religion (3:3). An introduction to sociological study in the field of religion with emphasis on modern society and the relation of religion to other institutions and the functions of religious roles. Pr. 211 or consent of the instructor. Mr. Allen. Same as Religious Studies 366. (SBS).

415. Sociological Perspectives on Adolescence (3:3). An examination of the concept of adolescence as a social phenomenon and the relationship of adolescence with other populations, e.g., parents, teachers, peers, vis-a-vis social behavior, social attitudes, and aspirations for intergenerational continuity. Mr. Pratto. (SBS).

427. Social Change (3:3). Examination of the nature, process, and consequences of social change with consideration of its control in all types of societies. Formerly 527. Pr. 211 or consent of instructor. Mr. Himes. (SBS).

428. Collective Behavior (3:3). Systematic study of such forms of relatively unstructured social behavior as crowds, fashion and fad, public

SOCIOLOGY & ANTHROPOLOGY

opinion, propaganda, mass phenomena and social movements. Pr. 211 or consent of instructor. Mr. Himes. (SBS).

436. Social Stratification (3:3). An introduction to class, caste, and power relationships. Attention is given to social behavior of status groupings in various societies. Formerly 536. Pr. 211. Miss Burgess. (SBS).

461. Sociology of Health (3:3). An examination of the process by which people come to be defined and treated as ill or mentally ill by society. The relationship of physiological, psychological, and social causes will be treated from the point of view of several sociological theories and bodies of research. Consideration will be given to the organization of health care and to the professions involved in adjudication and treatment. Pr. 211, 222, or consent of the instructor. Staff. (SBS).

481. Social Welfare as a Social Institution (3:3). An introduction to the institution of social welfare as it has developed in interaction with other social institutions, value systems and knowledge bases in our society. Emphasis upon the interdependence between social, cultural, political, and economic factors in relation to changing conceptions of social welfare. Each student has a project in which he observes and explores one aspect of community welfare arrangements. Miss Mossman. (SBS).

482. Social Work as a Profession (4:2:8). An introduction to the profession of social work with emphasis upon its values, knowledge, and methods. Field experience is arranged for each student in a social work agency for one day per week. Pr. 481. Miss Mossman.

483. Seminar with Field Experience (3:1:8). Provides an opportunity for students in the social welfare concentration to continue their study of social work methods and field experience in social work agencies in the community. Pr. 482. Mrs. Stephens.

493-494. Honors Work (3)-(3). Staff. (SBS).

497, 498. Special Problems in Sociology (2 to 3), (2 to 3). Opportunity for students to have directed instruction on problems of special interest. Pr. consent of faculty member with whom students wish to work. Staff. (SBS).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501, 502. Selected Topics in Sociology (3:3), (3:3). An opportunity for advanced students to study in depth a topic or issue of special interest. Pr. major in sociology or consent of instructor. (SBS).

514. Contemporary Sociological Theory (3:3). An examination of the major theoretical positions in current sociology. Pr. 6 hours of sociology at Grade III or above, including 313 (formerly 513), or consent of instructor. (SBS).

SOCIOLOGY & ANTHROPOLOGY

516. Advanced Research Methods (3:1:3). A continuation and expansion of a more advanced level of the function of theory in research, concept formation, study design, data collection and analysis covered in 315. Emphasis will be placed on the application of methods to various aspects of research projects undertaken by members of the class. Pr. 315, 319, and 313 (formerly 513), or consent of the instructor. Mr. Pratto. (SBS).

518. Advanced Sociological Statistics (3:2:2). Statistical concepts and procedures as applied to sociological inquiry proceeding from elementary techniques to more advanced techniques such as multiple and partial correlation, analysis of variance and covariance, sampling procedures and advanced tests of significance. Computer application to data processing and statistical analysis will be included. Pr. 319 or consent of the instructor. Mr. Pratto. (SBS).

521. Juvenile Delinquency (3:3). An analysis of the social dimensions of juvenile delinquency, comparisons of agencies of control and correction, and programs of treatment and prevention. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Miss Shivers. (SBS).

526. Minorities in a Changing World (3:3). A comparative study of racial, religious, ethnic, and cultural minorities in selected contemporary societies, including the United States. Emphasis will be on theoretical and empirical connections leading to a more unified theory of majority-minority group relations. Pr. 327 or consent of the instructor. Miss Burgess. (SBS).

543. Urban Communities (3:3). An examination of contemporary urban communities as ecological and social systems. Attention is given to the interdependence of ecological and socio-cultural factors, the processes of community relations, the structure of community power and patterns of change. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Staff. (SBS).

551. Social Relations in Formal Organizations (3:3). Formal organization of work. Various types of organizations—industrial company, business firm, hospital, government agency, educational institution, labor union, etc.—as bureaucracies and as other forms of organization. Internal adjustments of personnel. The informal organization. External constraints on organizations—community, government, union, changing value systems, etc. Representative topics covered are division of labor, authority structure, communication, motivation, reward systems, occupational types, professionalization, impact of automation. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Mr. Noland. (SBS).

552. Sociology of Science and Technology (3:3). Nature and origins of modern science; relations of science and technology; science in democratic and authoritarian societies; images of scientists; origins and recruitment of scientists; career patterns; the organizational setting. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Staff. (SBS).

SOCIOLOGY & ANTHROPOLOGY

553. Sociology of Occupations and Professions (3:3). Nature and significance of work; cultural perspectives on work; occupational choice; socialization into work endeavors; career patterns; control of occupations and professions; labor and leisure; relationships to community and society. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Mr. Noland. (SBS).

555. Sociology of the Family (3:3). A critical examination of the various ways of studying the family, with consideration given to methodology, statistical treatment of the data and substantive findings. Pr. 318, 355, or consent of the instructor. Mr. Rallings. (SBS).

561. Sociology of Leisure (3:3). A sociological inquiry into the nature and use of leisure in American life. It will be analyzed in relationship to other selected institutions of American society. Pr. 211 or equivalent. Mr. Noland. (SBS).

562. Sociology of Education (3:3). The study of education as a social system, its functions and its structural bases. Attention will be given to the internal processes and structure of educational institutions and to their interdependent relationships with the environing society. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Staff. (SBS).

571. Social Psychology (3:3). A study of individual and collective behavior in relation to various social and cultural influences. Selected crucial problem areas of social psychological theory are intensively examined in a social and cultural perspective. Pr. 211; Psychology 221 or 223; or consent of the instructor. Mr. Knox. (SBS).

572. The Small Group (3:3). The structure and functioning of various kinds of small groups. Emphasis is on the objectives of groups; on the processes of leadership, decision-making, interaction, and change; and on the consequences of group participation for the individual. Reviews major field and laboratory studies and elaborates their theoretical significance. Pr. 211; Psychology 221 or 223; or consent of the instructor. Mr. Rallings. (SBS).

574. Socialization (3:3). Examination of the fundamental theories of socialization and resocialization. Emphasis will be on studies of adolescent and adult socialization to roles, particularly in the context of organizations. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Mr. Knox. (SBS).

584. Social Services for Children (2:2). A study of the major needs of children in our society in relation to the kinds of social services established to meet these needs. Miss Mossman.

597, 598. Special Problems in Sociology (3), (3). Opportunity for advanced students to undertake independent study or research of special interest. Pr. consent of faculty member with whom student wishes to work. Staff. (SBS).

SOCIOLOGY & ANTHROPOLOGY

COURSES FOR GRADUATES

- 601. Seminar in Sociological Analysis (3:3).
- 605. Seminar in Management Organization Theory (3:3).
- 606. The Use of Improvisational Drama Techniques to Teach the Elemental Aspects of the Formation of Social Relations (3).
- 615. The Logic of Sociological Inquiry (3:3).
- 627. Social Conflict (3:3).
- 628. Social Movements (3:3).
- 636. Seminar in Stratification Theory and Research (3:3).
- 697, 698. Special Problems in Sociology (3), (3).
- 699. Thesis (3 to 6).

ANTHROPOLOGY

Students who plan a professional career in anthropology are urged to consult their faculty advisers for guidance in course selection.

COURSES FOR UNDERGRADUATES

- 212. Introduction to Anthropology (3:3). A survey of general anthropology. It includes an inquiry into the origins of man, prehistory, and a comparative study of culture. Open to freshmen. Staff. (SBS).
- 213. Cultural Anthropology (3:3). Comparative study of culture and its social institutions. Theoretical aspects of cultural anthropology are stressed. Pr. 212 or consent of instructor. Staff.
- 253. Introduction to Physical Anthropology (3:3). A consideration of human evolution and the fossil evidence bearing on it; a review of race and race differences as reflected by population genetics and anthropology. Pr. 212 or consent of instructor. Mr. Mountjoy.
- 329. Comparative Social Organization (3:3). A comparative study of the organization of social life in primitive and peasant groups. Pr. 212 or 213 or consent of the instructor. Staff. (SBS).
- 331. Native Peoples of North America (3:3). A study of the ways of life, both aboriginal and contemporary, of the indigenous people of North America. Pr. 212 or 213 or consent of the instructor. Miss Kupferer. (SBS).
- 332. Peoples of Asia (3:3). A study of ways of life in selected areas of Asia with stress on China, Japan, and India. Pr. 212 or 213 or consent of the instructor. Staff. (SBS).

SOCIOLOGY & ANTHROPOLOGY

333. Contemporary Latin American Societies and Cultures (3:3). A survey of the tribal and peasant groups with special emphasis on their place in contemporary Latin America. Pr. 212 or 213 or consent of the instructor. Formerly 534. Mr. McIrvin.

335. Introduction to the Cultures of Africa (3:3). The anthropology of the cultures of Africa emphasizing family organization, political organization, religion, arts and music, folklore; language, urbanism, modernization, and the literature of the African novelists. Pr. 212 or consent of instructor. Mr. Coleman. (SBS).

360. Modern Archaeology (3:3). The aims and strategies of modern archaeology, stressing how and why archaeology is done, and its contributions to general anthropology. Pr. 212 or consent of the instructor. Staff. (SBS).

371. Latin American Music (3:3). A survey of the history, origins, and characteristics of the popular and art music of Latin America. Same as Music 371. (H), (SBS).

385. Language and Culture (3:3). Investigation of the relevance of linguistics to anthropology both at the present and in historical perspective. Description of the basic techniques used in recording and analyzing ethnographic linguistic data, and the study of the relation of language to culture. Not open to freshmen. Pr. 212 or consent of the instructor. Mr. Coleman. (SBS).

387. An Introduction to Linguistics (3:3). A systematic investigation of the nature and structure of language with emphasis on developing a critical awareness of the differences between a speaking knowledge of language and the ability to talk about language scientifically. The course will also cover the linguistic differences found in certain dialects of English, e.g., Black English and Southern English and other selected differences. (SBS).

411. Introduction to Anthropological Thought (3:3). A systematic examination of the developments in the history of anthropology and the study of culture leading to the emergence of anthropology as a scientific field. Formerly 511. Pr. 212 or 213 or consent of the instructor. Mr. Fitzgerald. (SBS).

429. Dynamics of Culture Growth and Change (3:3). An examination of the development of culture and the analysis of acculturation stemming from contacts of peoples of different cultural heritages. Formerly 529. Pr. 212 or 213 or consent of the instructor. Staff. (SBS).

448. Anthropology in the Contemporary World (3:3). This course is designed to provide an understanding of the role played by anthropology in the contemporary world. Basic anthropological concepts relevant to an understanding of this role will be reviewed in conjunction with a brief history of anthropological involvement in dealing with the problems of

SOCIOLOGY & ANTHROPOLOGY

society. The major focus of the course will be on the problem-solving role of anthropology in societies ranging from tribal groups to modern industrial societies. Special emphasis will be given to the relationship between national and international perspectives on problems in the contemporary world and to the role of anthropology in this setting. Mr. McIrvin.

458. Old World Archaeology (3:3). An intensive examination of the development of culture from its paleolithic beginnings through the rise of civilizations in Europe, Asia, and Africa. Pr. 212 or 213 or consent of the instructor. Mr. Mountjoy. (SBS).

478. Field Methods in Archaeology (3:3). A study of the methods, techniques, and theories of archaeological field investigation. The course will include site survey, mapping, systematic sampling, and controlled excavation. Pr. consent of the instructor. Mr. Mountjoy.

479. Data Analysis in Archaeology (3:3). Instruction on the proper treatment of material recovered through archaeological investigation. The course will include: classification, statistical manipulation of data, seriation, and analysis of spatial and temporal dimensions. Attention will be paid to special analytical techniques (e.g., C14 dating, chemical analysis, faunal analysis), with stress placed on ecological interpretation. Pr. consent of instructor. Mr. Mountjoy.

493-494. Honors Work (3)-(3). Staff.

497, 498. Special Problems in Anthropology (3), (3). Opportunity for students to have directed instruction on problems of special interest. Pr. consent of faculty member with whom student wishes to work. Staff. (SBS).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501, 502. Selected Topics in Anthropology (3:3), (3:3). An opportunity for advanced students to study in depth a topic or issue of special interest. Pr. major in anthropology or consent of instructor.

524. Applied Anthropology (3:3). The application of anthropological method and theory in situations of directed socio-cultural change. Pr. 212 or 213 or consent of the instructor. Mr. McIrvin. (SBS).

533. Archaeology of Mexico (3:3). Investigation of the major pre-hispanic cultural developments in Mexico with emphasis on internal culture change (from early man to the rise of great civilizations such as the Aztecs and Mayan) and relationships with adjacent areas. Pr. consent of the instructor. (SBS).

547. The Anthropology of Belief and Value Systems (3:3). An examination of belief and value systems in the context of their social reality. Pr. 212 or 213 or consent of the instructor. Miss Kupferer. (SBS).

SOCIOLOGY & ANTHROPOLOGY

563. Anthropology and Education (3:3). Examination of contemporary educational events (systems of cultural transmission) viewed in a cross-cultural perspective. Materials to be covered will include case studies of educational systems and practices. Pr. 212 or 213 or consent of instructor. (SBS).

576. Culture and Personality (3:3). A cross-cultural analysis of the effect and influence of culture and group membership on the development of personality. Pr. 212 or 213 or consent of the instructor. Miss Kupferer. (SBS).

580. Archaeology: The Theory and Method (3:3). Investigation of the major present-day theoretical and methodological issues in archaeology; stressing New World archaeology. Pr. 360 or consent of instructor. Staff. (SBS).

583. Culture and Society (3:3). A critical analysis of the concepts of culture and society and their employment in understanding human behavior in a cross-cultural context. Not open for credit to anthropology majors. May not be taken for credit by students who have received credit for 213. Staff. (SBS).

587. Comparative and Historical Linguistics (3:3). The first part of the course concerns an investigation of the methods and techniques used in comparing selected languages of the world. The second part of the course emphasizes the historical developments of selected language families by tracing the development of sound change, syntactic change, and semantic change. Pr. 387.

597, 598. Special Problems in Anthropology (3), (3). Opportunity for advanced students to undertake independent study or research of special interest. Pr. consent of faculty member with whom student wishes to work. Staff. (SBS).

SPANISH

See Department of Romance Languages.

CONTENTS
Original Articles
The Medical Profession and the Public Health
The Medical Profession and the Public Health
The Medical Profession and the Public Health

Editorial
The Medical Profession and the Public Health
The Medical Profession and the Public Health
The Medical Profession and the Public Health

Correspondence
The Medical Profession and the Public Health
The Medical Profession and the Public Health
The Medical Profession and the Public Health

Reports
The Medical Profession and the Public Health
The Medical Profession and the Public Health
The Medical Profession and the Public Health

Notes
The Medical Profession and the Public Health
The Medical Profession and the Public Health
The Medical Profession and the Public Health

Obituary
The Medical Profession and the Public Health
The Medical Profession and the Public Health
The Medical Profession and the Public Health

Index
The Medical Profession and the Public Health
The Medical Profession and the Public Health
The Medical Profession and the Public Health

Advertisements
The Medical Profession and the Public Health
The Medical Profession and the Public Health
The Medical Profession and the Public Health

Subscription Information
The Medical Profession and the Public Health
The Medical Profession and the Public Health
The Medical Profession and the Public Health

Back Volumes
The Medical Profession and the Public Health
The Medical Profession and the Public Health
The Medical Profession and the Public Health



PART XI

Statistical Summaries

XI. STATISTICAL SUMMARIES

ENROLLMENT SUMMARIES FOR THE FALL SEMESTER 1970 AND 1971

	1970	1971
Seniors	1000	1020
Juniors	1093	1166
Sophomores	1342	1439
Freshmen	1487	1382
Graduates	1699	1838
Specials and Unclassified	82	138
	<hr/>	<hr/>
Total	6703	6983
Extension	185	389
	<hr/>	<hr/>
Total Collegiate Enrollment Fall 1970 and 1971	6888	7372

SUMMER SCHOOL 1970 AND 1971

Summer Session—First Six Weeks	1932	2235
Second Six Weeks	1525	1642
	<hr/>	<hr/>
Total	3457	3877
Extension—Summer 1970 and 1971	1301	1184
	<hr/>	<hr/>
Total	4758	5061

SUMMARY OF EARNED DEGREES GRANTED AT UNC-G ON JUNE 6, 1971

Source: Commencement Program for the 79th Annual Commencement

Doctor of Philosophy	7
Doctor of Education	9
Master of Arts	53
Master of Arts in Teaching	2
Master of Education	191
Master of Science	9
Master of Science in Home Economics	17
Master of Fine Arts	28
Master of Music	11
Master of Science in Physical Education	13
Master of Science in Business Administration	8
	<hr/>
TOTAL GRADUATE DEGREES	348

STATISTICAL SUMMARIES

Bachelor of Arts	563
Anthropology	1
Art	8
Biology	34
Chemistry	6
Drama and Speech	11
Early Childhood Education	28
Economics and Business Administration	6
Elementary Education	123
English	106
French	14
Geography	1
German	5
History	51
Laboratory Technician	*
Latin	2
Mathematics	37
Philosophy	2
Political Science	7
Psychology	22
Recreation	4
Sociology	62
Spanish	5
Speech Pathology	28
Bachelor of Science	46
Chemistry	3
Economics and Business Administration	25
Mathematics	17
Physics	1
Bachelor of Science in Home Economics	139
Bachelor of Science in Medical Technology	3**
Bachelor of Science in Physical Education	22
Bachelor of Science in Secretarial Administration	53
Bachelor of Fine Arts	43
Bachelor of Music	28
Bachelor of Science in Nursing	24
TOTAL BACHELOR DEGREES	921
TOTAL EARNED DEGREES	1269

*Reported as biology and chemistry majors.

**3 candidates to complete practicum in October 1971.

XII. ORGANIZATION

*PLANNING COMMITTEE

THE UNIVERSITY OF NORTH CAROLINA

ROBERT W. SCOTT, Governor, *Chairman ex officio*

ARCH T. ALLEN, *Acting Secretary*

Term Expires June 30, 1973

ARCH T. ALLEN	Wake
IKE F. ANDREWS	Chatham
ANDREW A. BEST	Pitt
HUGH CANNON	Wake
CHARLES LARKINS, SR.	Lenoir
MRS. L. RICHARDSON PREYER	Guilford
THOMAS J. WHITE, JR.	Lenoir
E. J. WHITMIRE	Macon
**WATTS HILL, JR.	Durham
**J. P. HUSKINS	Iredell

Term Expires June 30, 1975

CLARK S. BROWN	Forsyth
LENOX G. COOPER	New Hanover
MRS. HOWARD HOLDERNESS	Guilford
JOHN R. JORDAN, JR.	Wake
J. AARON PREVOST	Haywood
LEWIS T. RANDOLPH	Beaufort
WILLIAM B. RANKIN	Lincoln
W. W. TAYLOR	Wake

*The official title for this group, effective July 1, 1972, will be The Board of Governors of the University of North Carolina.

**Nonvoting members, from Board of Higher Education.

ORGANIZATION

Term Expires June 30, 1977

HOWARD C. BARNHILL	Mecklenburg
VICTOR S. BRYANT	Durham
GEORGE WATTS HILL	Orange
WALLACE HYDE	Buncombe
ROBERT B. JORDAN, III	Montgomery
MRS. A. H. LATHROP	Buncombe
REGINALD MCCOY	Scotland
MACEO SLOANE	Durham

Term Expires June 30, 1979

W. EARL BRITT	Robeson
JULIUS L. CHAMBERS	Mecklenburg
HUGH DANIEL, JR.	Haywood
WILLIAM A. DEES, JR.	Wayne
JACOB H. FROELICH, JR.	Guilford
WILLIAM A. JOHNSON	Harnett
EUGENE B. TURNER	Robeson
MRS. GEORGE D. WILSON	Cumberland

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

OFFICERS OF INSTRUCTION AND EMERITI

WILLIAM CLYDE FRIDAY (1951), *President*

B.S., State; LL.B., U.N.C. at Chapel Hill; LL.D., Belmont Abbey, Wake Forest,
Duke, Princeton, Elon, Davidson

JAMES SHARBROUGH FERGUSON (1962), *Chancellor and Professor, Department of History*

B.A., Millsaps; M.A., Louisiana State; Ph.D., U.N.C. at Chapel Hill

ALICE KATHERINE ABBOTT (1927), *Associate Professor, Department of Romance Languages, Emeritus (1965)*

B.A., Smith; M.A., Illinois; Diploma, Centro de Estudios Históricos, Madrid

CHARLES MARSHALL ADAMS (1945), *Professor, Librarian, Archivist, Emeritus (1969)*

B.A., Amherst; B.S., M.A., Columbia

PETER J. AGOSTINI (1966), *Professor, Department of Art*

NAOMI G. ALBANESE (1958), *Professor and Dean, School of Home Economics*

B.A., Muskingum College; M.A., Ph.D., Ohio State

PAMELA A. ALBRIGHT (1969), *Teaching Assistant, Department of Biology*

B.A., U.N.C. at Greensboro

LOUISE BREVARD ALEXANDER (1935), *Professor, Department of History and Political Science, Emeritus (1956)*

B.A., Presbyterian

¹CAROLYN S. ALLEN (1971), *Instructor, Department of Sociology and Anthropology*

B.A., University of Texas; M.A., Florida State

DONALD FLOYD ALLEN (1962), *Assistant Professor, Department of Sociology and Anthropology*

B.A., North Texas State; M.A., Ph.D., Texas

ROSCOE JACKSON ALLEN (1956), *Director of Computer Center and Professor, School of Business and Economics*

B.S., Concord College; M.S., Tennessee; Ed.D., Pennsylvania State

SIGRID INSULL ALLEN (1968), *Assistant Professor, Department of Drama and Speech*

B.A., M.A., Indiana

¹JENNIFER E. ALLEY (1971), *Instructor, School of Health, Physical Education and Recreation*

B.S., Appalachian State; M.S.P.E., U.N.C. at Greensboro

¹Part-time.

FACULTY

- JOSÉ ALMEIDA (1966), *Assistant Professor, Department of Romance Languages*
B.A., Baylor; M.A., Ph.D., Missouri
- PAUL G. ALTHAUS (1970), *Assistant Professor, School of Business and Economics*
B.A., Gettysburg; Ph.D., Duke
- ¹DONALD BENTON ANDERSON (1964), *Professor, Department of Biology*
B.A., B.Sc.Ed., M.A., Ph.D., Ohio State
- ²HENRY LEONARD ANDERSON, II (1965), *Professor, Department of Chemistry*
B.S., Old Dominion; Ph.D., University of Delaware
- LAURA GADDES ANDERTON (1948), *Professor, Department of Biology*
B.A., Wellesley; M.S., Brown; Ph.D., U.N.C. at Chapel Hill
- LOIS E. ANDREASEN (1971), *Assistant Professor, School of Health, Physical Education and Recreation*
B.S., Pennsylvania State; M.A., Ph.D., Texas Women's
- ³CLARE F. ANGLE (1965), *Instructor, Department of English*
B.A., U.N.C. at Chapel Hill; M.A., U.N.C. at Greensboro
- ⁴JAMES W. APPLEWHITE (1966), *Assistant Professor, Department of English*
B.A., M.A., Ph.D., Duke
- MURRAY ARNDT (1968), *Assistant Professor, Department of English*
B.A., M.A., Catholic; Ph.D., Duke
- MARTHA D. ARTZ (1967), *Instructor, School of Home Economics*
B.S., M.S., U.N.C. at Greensboro
- ELIZABETH EDNA ARUNDEL (1937), *Professor, Department of Geography, Emeritus (1960)*
B.A., Ohio; M.A., Columbia; Ph.D., Yale
- LAWRENCE V. ASCH (1970), *Assistant Professor, School of Business and Economics*
B.S., Cornell; Ph.D., U.N.C. at Chapel Hill
- WARREN HINDS ASHBY (1949), *Professor, Department of Philosophy; and Director, Residential College*
B.A., Maryville; B.D., Ph.D., Yale
- JAMES CARROLL ATKINSON (1958), *Associate Professor, Department of Romance Languages*
B.A., M.A., Duke; Ph.D., Johns Hopkins
- CLAIRE HENLEY ATKISSON (1917), *Assistant Professor, School of Music, Emeritus (1962)*
B.M., U.N.C. at Greensboro; Columbia
- ANNE FRANCES BAECKER (1960), *Professor and Head, Department of German and Russian*
Ph.B., Marygrove; M.A., Michigan; Ph.D., Cincinnati

¹Part-time.

²Deceased May 8, 1972.

³Part-time, first semester.

⁴Leave of absence, academic year 1971-72.

- GEORGE B. BALL, JR. (1971), *Instructor, Department of English*
B.A., Goddard
- ¹RICHARD BARDOLPH (1944), *Jefferson Standard Professor and Head, Department of History*
B.A., M.A., Ph.D., Illinois; Litt.D., Concordia
- ELIZABETH MCDANIEL BARINEAU (1961), *Professor, Department of Romance Languages*
B.A., U.N.C. at Greensboro; M.A., Ph.D., Chicago
- WALTER W. BARKER (1966), *Associate Professor, Department of Art*
B.F.A., Washington; M.F.A., Indiana
- SUSAN ELIZABETH BARKSDALE (1943), *Associate Professor, Department of Art*
B.A., U.N.C. at Greensboro; M.A., Columbia
- JOHN F. BARRETT (1970), *Instructor, Department of History*
B.A., Fordham
- KATE R. BARRETT (1970), *Associate Professor, School of Health, Physical Education and Recreation*
B.S., Bouvé—Boston College of Tufts University; M.S., Ph.D., Wisconsin
- ELVA EUDORA BARROW (1916), *Professor, Department of Chemistry, Emeritus (1954)*
B.A., Randolph-Macon Woman's College; M.S., Chicago
- EDDIE C. BASS (1968), *Assistant Professor, School of Music*
B.A., M.M., Ph.D., U.N.C. at Chapel Hill
- DAVID R. BATCHELLER (1967), *Associate Professor, Department of Drama and Speech*
B.A., Wooster; M.A., Illinois; Ph.D., Ohio State
- WILLIAM KERVIN BATES (1966), *Associate Professor, Department of Biology*
B.A., Ph.D., Rice
- WALTER H. BEALE (1971), *Assistant Professor, Department of English*
B.A., Wake Forest; M.A., Ph.D., Michigan
- ²WAYNE A. BEAN (1970), *Teaching Assistant, Department of German and Russian*
B.A., U.N.C. at Greensboro
- JOHN HERBERT BEELER (1950), *Professor, Department of History*
B.A., M.A., Ohio; Ph.D., Cornell
- THOMAS F. BEHM (1968), *Assistant Professor, Department of Drama and Speech*
B.S., Northwestern; M.A., Kansas
- SARAH FORE BELL (1967), *Assistant Professor, Department of Romance Languages*
B.A., Greensboro College; M.A., Ph.D., U.N.C. at Chapel Hill

¹Leave of absence, academic year 1971-72.

²Part-time, first semester.

FACULTY

- MARGARET O. BENDER (1970), *Assistant Professor, Department of Romance Languages*
B.A., M.A., Nebraska; Ph.D., U.N.C. at Chapel Hill
- DAVID G. BENNETT (1967), *Assistant Professor, Department of Geography*
B.A., East Carolina; M.A., Ph.D., Michigan State
- PEARL BERLIN (1971), *Professor, School of Health, Physical Education and Recreation*
B.S., Sargent; M.S., Ph.D., Pennsylvania State
- ROBERT L. BERNHARDT, III (1968), *Assistant Professor, Department of Mathematics*
B.A., M.A., U.N.C. at Chapel Hill; Ph.D., Oregon
- ¹BERNARDUS A. J. BERNIS (1971), *Lecturer, Department of Art*
Diploma, Amsterdam Graphics School
- CARL WILFRID BITZER (1966), *Assistant Professor, Department of Mathematics*
B.S., Duke; M.A., Ph.D., U.N.C. at Chapel Hill
- LOUISE W. BLANEY (1969), *Assistant Reference Librarian*
B.A., Smith; M.S. in L.S., Simmons
- BILLIE M. BOETTE (1967), *Assistant Professor, School of Nursing*
B.S.N., South Carolina; M.A., New York
- CORA P. BOMAR (1969), *Assistant Professor, School of Education*
B.S.Ed., Tennessee; M.A., U.N.C. at Chapel Hill; B.S. in L.S., George Peabody
- EDWARD C. BOUCHER (1971), *Instructor, Department of English*
B.A., Providence; M.A., Virginia
- ROGER D. BOURDON (1968), *Assistant Professor, School of Education*
B.A., San Diego State; M.A., St. Mary's; Ed.D., Florida State
- ELISABETH ANN BOWLES (1956), *Assistant Professor, School of Education*
B.A., U.N.C. at Greensboro; M.A., Ph.D., U.N.C. at Chapel Hill
- BYRON ALBERT BOYD (1969), *Instructor, Department of History*
B.A., Michigan State; M.A., U.N.C. at Chapel Hill
- INA LOU BRADLEY (1970), *Lecturer, School of Education*
B.A., M.Ed., U.N.C. at Greensboro
- ²LINDA B. BRAGG (1970), *Instructor of English in Residential College*
B.A., Bennett; M.A., Western Reserve
- GWENDOLEN N. BRANNON (1971), *Instructor, School of Nursing*
B.S.N., U.N.C. at Chapel Hill; M.S.N., Virginia Commonwealth
- LINDA H. BRAY (1971), *Laboratory Assistant, School of Nursing*
B.S., U.N.C. at Greensboro
- ELEANOR M. BROWNING (1968), *Assistant Professor, School of Nursing*
B.S.N., Medical College of Virginia; M.S., Boston
- AARON J. BROWNSTEIN (1968), *Professor, Department of Psychology*
B.A., City College of New York; M.A., Ph.D., Missouri

¹First semester.

²Part-time.

- DALE C. BRUBAKER (1971), *Professor, School of Education*
B.A., Albion; M.A., Ph.D., Michigan State
- JOSEPH EUGENE BRYSON (1964), *Associate Professor, School of Education, and Director of Extension*
B.A., Elon; M.A., U.N.C. at Chapel Hill; Ed.D., Duke
- FRANCES B. BUCHANAN (1970), *Assistant Professor, School of Home Economics*
B.S.H.E., Winthrop; M.S.H.E., Ph.D., U.N.C. at Greensboro
- JEAN RUTH BUCHERT (1957), *Associate Professor, Department of English*
B.A., M.A., Missouri; Ph.D., Yale
- KATHLEEN M. BULGIN (1968), *Instructor, Department of Romance Languages*
B.A., Sweet Briar; M.A., Bryn Mawr
- RANDOLPH MCGUIRE BULGIN (1964), *Associate Professor, Department of English, and Associate Dean of Graduate School*
B.A., Davidson; Ph.D., Princeton
- ¹RACHEL M. BULLINGTON (1971), *Instructor, Department of Romance Languages*
B.A., Erskine; M.A., U.N.C. at Greensboro
- ELAINE BURGESS (1960), *Professor, Department of Sociology and Anthropology*
B.A., M.A., Washington State; Ph.D., U.N.C. at Chapel Hill
- HELEN CATHERINE BURNS (1937), *Associate Professor, Emeritus (1964)*
B.A., Iowa; M.A., Columbia
- JOHN C. BUSCH (1970), *Assistant Professor, School of Education*
B.A., Niagara; M.S.Ed., St. John's; Ed.D., Tennessee
- MAY DULANEY BUSH (1934), *Professor, Department of English, Emeritus (1968)*
B.A., Hollins; M.A., Columbia; Ph.D., Johns Hopkins
- KENNETH A. BYRD (1969), *Assistant Professor, Department of Mathematics*
B.S., Duke; Ph.D., N. C. State
- ROBERT MCCLUER CALHOON (1964), *Associate Professor, Department of History*
B.A., Wooster; M.A., Ph.D., Western Reserve
- MARGARET ELEANOR CAMPBELL (1969), *Assistant Professor, School of Nursing*
A.A.S., U.N.C. at Greensboro; B.S.N., M.S.N., U.N.C. at Chapel Hill
- MARTHA HELEN CANADAY (1958), *Professor, School of Home Economics*
B.S., Texas State College for Women; M.S., Louisiana State; Ed.D., Pennsylvania State
- GILBERT FREDERIC CARPENTER (1963), *Professor and Head, Department of Art*
B.A., Stanford

¹First semester.

FACULTY

- MILDRED LEE CARR (1958), *Head Circulation Librarian*
B.A., William and Mary; B.S. in L.S., Columbia
- RONALD DRAKE CASSELL (1966), *Instructor, Department of History*
B.S., M.A., Michigan
- JOAN P. CASSILLY (1971), *Associate Professor, School of Home Economics*
B.A., Ohio Wesleyan; M.S., Ohio State; Ph.D., U.N.C. at Greensboro
- RALPH EDWARD CAUSBY (1966), *Instructor, Department of Drama and Speech*
B.A., Lenoir-Rhyne; M.S., Tennessee
- ELLEN M. CHAMPOUX (1967), *Associate Professor, School of Home Economics*
B.S., M.A., Arizona State; Ed.D., Pennsylvania State
- FRED DAVIS CHAPPELL (1964), *Professor, Department of English*
B.A., M.A., Duke
- AMY MARIE CHARLES (1956), *Professor, Department of English*
B.A., Westminster; M.A., Ph.D., Pennsylvania
- CLAUDE JEAN CHAUVIGNÉ (1965), *Associate Professor, Department of Romance Languages*
B.S., Southwest Missouri State; M.A., Ph.D., Colorado
- CHARLES A. CHURCH, JR. (1967), *Associate Professor, Department of Mathematics*
B.S., Virginia Polytechnic; Ph.D., Duke
- CLIFTON BOB CLARK (1965), *Professor and Head, Department of Physics*
B.A., M.A., Arkansas; Ph.D., Maryland
- DWIGHT F. CLARK (1970), *Associate Professor, Assistant Dean and Coordinator of Studies, School of Education*
B.S., State University of New York at Oswego; Ed.M., Ed.D., Harvard
- NANCY J. CLARK (1970), *Assistant Reference Librarian*
B.A., U.N.C. at Greensboro; M.S. in L.S., U.N.C. at Chapel Hill
- PEYTON H. CLARK (1971), *Lecturer, School of Home Economics*
B.S., Delaware; M.S., U.N.C. at Greensboro
- CONVERSE DILWORTH CLOWSE (1962), *Associate Professor, Department of History*
B.A., M.A., Vermont; Ph.D., Northwestern
- ¹JANET F. COCHRAN (1969), *Instructor, Department of English*
B.A., M.A., U.N.C. at Greensboro
- ²CARL M. COCHRANE (1968), *Lecturer, School of Home Economics*
B.A., Guilford; Ph.D., U.N.C. at Chapel Hill
- ESTHER INEZ COLDWELL (1922), *Associate Professor, Department of Biology, Emeritus (1961)*
B.A., Southwestern

¹Part-time, first semester.

²Part-time.

- ROBERT G. COLE (1972), *Documents Librarian*
B.A., University of the South; M.S. in L.S., U.N.C. at Chapel Hill
- WILLIAM L. COLEMAN (1971), *Instructor, Department of Sociology and Anthropology*
B.A., Western Kentucky
- BOYD D. COLLIER (1969), *Assistant Professor, School of Business and Economics*
B.B.A., M.S., Baylor; Ph.D., Texas
- RUTH MARY COLLINGS (1925), *Physician and Professor, Department of Health, Emeritus (1963)*
B.A., Pomona; M.D., Pennsylvania
- PATRICK W. CONOVER (1971), *Assistant Professor, Department of Sociology and Anthropology*
B.S., Florida State; B.D., Chicago Theological Seminary; M.S., Ph.D., Florida State
- JAMES CLYDE COOLEY, JR. (1965), *Assistant Professor, Department of History*
B.A., Franklin College; M.A., Ph.D., Indiana
- JOHN PHILIP COUCH (1958), *Associate Professor, Department of Romance Languages*
B.A., U.N.C. at Chapel Hill; Ph.D., Yale
- ELIZABETH COWLING (1945), *Professor, School of Music*
B.A., Carleton; M.A., Columbia; M.M., Ph.D., Northwestern
- RICHARD GARNER COX (1960), *Professor, School of Music*
B.A., M.A., U.N.C. at Chapel Hill; Ph.D., Northwestern; Diploma, Conservatoire national de la musique, Paris, France
- ¹BRENDA CRAIG (1969), *Teaching Assistant, Department of Biology*
B.S., U.N.C. at Greensboro
- ²JOSEPH M. CREWS (1970), *Lecturer, School of Business and Economics*
B.A., U.N.C. at Chapel Hill
- JOSEPH CRIVY (1969), *Assistant Professor, Department of Art*
B.F.A., M.F.A., Yale
- JANE HANES CROW (1965), *Professor, School of Home Economics*
B.S., Salem; M.S., Maryland; Ph.D., Cornell
- RICHARD NELSON CURRENT (1965), *University Distinguished Professor, Department of History*
B.A., Oberlin; M.A., Tufts; Ph.D., Wisconsin; M.A., Oxford
- JOHN S. CURTIS (1971), *Instructor, Department of Biology*
B.A., Guilford; M.A., U.N.C. at Greensboro
- LOIS JOTTER CUTTER (1963), *Assistant Professor, Department of Biology*
B.A., M.S., Ph.D., Michigan
- HELEN FRANCES CUTTING (1931), *Assistant Professor, Department of Romance Languages, Emeritus (1962)*
B.A., Adelphi; M.A., Columbia; M.A., Chicago; Certificate, Centro de Estudios Históricos, Madrid; M.S.L.S., Catholic University of America

¹Part-time.

²First semester.

FACULTY

- DAVID A. DALBY (1969), *Assistant Professor, Department of Psychology*
B.A., Southern Illinois; M.A., Ph.D., Ohio State
- DONALD G. DARNELL (1964), *Associate Professor, Department of English*
B.S., Texas Technological; M.A., Oklahoma; Ph.D., Texas
- ROBERT ARTHUR DARNELL (1949), *Associate Professor, School of Music*
B.M., Colorado; M.M., Texas; Certificate, Ecoles des Beaux Arts, Fontainebleau, France
- ¹MARIE DARR (1971), *Instructor of History in Residential College*
B.A., U.N.C. at Greensboro
- ANTHONY J. DAVIES (1970), *Lecturer, Department of Classical Civilization*
B.A., Wadham; M.A., State University of New York at Buffalo
- CHARLES E. DAVIS (1969), *Assistant Professor, Department of English*
B.A., Davidson; M.A., Ph.D., Emory
- DOROTHY DAVIS (1930), *Associate Professor, School of Health, Physical Education and Recreation, Emeritus (1971)*
B.A., Western; M.A., Wisconsin; S.S., New York
- ¹JOAN D. DAVIS (1971), *Instructor, Department of Political Science*
B.A., Valparaiso
- CHARLOTTE WEBSTER DAWLEY (1944), *Associate Professor, Department of Biology, Emeritus (1968)*
B.A., Carleton; M.S., Washington University; Ph.D., Minnesota
- ELLEN W. DAY (1968), *Instructor, School of Education*
B.S., Iowa State; M.Ed., U.N.C. at Greensboro
- ¹JANET F. DECKER (1971), *Teaching Assistant, Department of Classical Civilization*
B.A., U.N.C. at Greensboro
- EUNICE MINERVA DEEMER (1963), *Associate Professor, School of Home Economics*
B.S., Indiana State; M.Ed., Ph.D., Pennsylvania State
- MARIE B. DENNEEN (1926), *Associate Professor, School of Education, Emeritus (1956)*
B.A., M.A., Minnesota
- PAUL MARCEL DESCOUZIS (1966), *Professor, Department of Romance Languages*
B.A., College de Notre Dame, France; M.A., Boston; Ph.D., Maryland
- WILLIAM CONRAD DEVENY (1946), *Associate Professor, School of Music, Emeritus (1970)*
B.A., North Central; B.M., Oberlin Conservatory
- MARY ANDREWS DICKEY (1957), *Assistant Professor, School of Home Economics*
B.S., U.N.C. at Greensboro; M.S., Tennessee
- GEORGE WILLIAM DICKIESON (1938), *Associate Professor, School of Music*
B.M., Salem; M.M., Cincinnati Conservatory; L'Ecole Monteaux

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- JOSEPH A. DILTS (1970), *Assistant Professor, Department of Chemistry*
B.A., Ohio Wesleyan ; Ph.D., Northwestern
- CARL DINGA (1971), *Assistant Professor, Department of Geography*
B.A., Valparaiso ; M.A., Ph.D., Indiana State
- ARTHUR WILSON DIXON (1957), *Associate Professor, Department of English*
B.A., U.N.C. at Chapel Hill ; Ph.D., Yale
- RICHARD F. DIXON (1970), *Professor, Department of Drama and Speech*
B.A., Harpur College, State University of New York at Endicott ; M.A.,
Ph.D., Syracuse
- LEE V. DOUGLAS (1967), *Instructor, Department of Romance Languages*
B.S., Georgetown
- CRAIG LANIER DOZIER (1960), *Professor and Head, Department of
Geography*
B.A., Wisconsin ; M.A., Maryland ; Ph.D., Johns Hopkins
- BERNICE EVELYN DRAPER (1922), *Professor, Department of History and
Political Science, Emeritus (1959)*
B.A., Lawrence ; M.A., Wisconsin
- JAMES ARTHUR DUNN (1923), *Professor, Department of English, Emeritus
(1953)*
B.A., M.A., Missouri
- FLOYD E. EARLE (1970), *Assistant Professor, Department of Drama and
Speech*
B.S., M.A., Kent State ; Ph.D., Ohio State
- LEONARD ROY EARLY (1969), *Instructor, Department of English*
B.A., M.A., Saskatchewan
- ROBERT G. EASON (1967), *Excellence Fund Professor and Head, Department
of Psychology*
B.A., M.A., Ph.D., Missouri
- BRUCE MACLEAN EBERHART (1963), *Professor and Head, Department of
Biology*
B.A., San Jose State ; Ph.D., Stanford
- ¹MARY F. EDDY (1971), *Laboratory Assistant, School of Nursing*
B.S., Salve Regina
- LOIS VIRGINIA EDINGER (1962), *Professor, School of Education*
B.A., Meredith ; M.Ed., Ph.D., U.N.C. at Chapel Hill
- BEN E. EDWARDS (1968), *Lecturer, Department of Chemistry*
S.B., Massachusetts Institute of Technology ; Ph.D., Indiana
- ²JOHN ALEXANDER EDWARDS (1966), *Lecturer, Department of Psychology,
and Director and Counselor, the Counseling Center*
B.A., Davidson ; M.A., U.N.C. at Chapel Hill ; Ph.D., Tennessee
- KAY P. EDWARDS (1969), *Assistant Professor, School of Home Economics*
B.S., M.S., Utah State ; Ph.D., Cornell

¹Part-time, second semester.

²Part-time.

FACULTY

- JAMES NELSON ELLIS (1963), *Associate Professor, Department of English*
B.A., M.A., Oklahoma; Ph.D., Texas
- ¹PATSY C. EMMA (1971), *Instructor, Department of Romance Languages,
and Academic Adviser*
B.A., M.A.T., U.N.C. at Greensboro
- KATHRYN MCALISTER ENGLAND (1942), *Associate Professor, Department
of Drama and Speech*
B.A., Randolph-Macon Woman's College; M.A., Teachers College, Columbia
- MARILYN T. ERICKSON (1971), *Associate Professor, Department of
Psychology*
B.A., Pembroke; M.A., Brown; Ph.D., Washington
- DANIEL ERICOURT (1963), *Artist-in-Residence and Professor, School of
Music*
Paris Conservatory
- KATHRYN FRANCES ESKEY (1966), *Associate Professor, School of Music*
B.M., U.N.C. at Greensboro; M.M., New England Conservatory; A.Mus.D., Michigan
- JAMES E. EVANS (1971), *Assistant Professor, Department of English*
B.A., U.N.C. at Chapel Hill; M.A., Ph.D., Pennsylvania
- L. DEAN FADELY (1969), *Lecturer, Department of Drama and Speech*
B.A., Florida State; M.F.A., Georgia
- HORACE L. FARLOWE (1970), *Instructor, Department of Art*
B.S., Atlantic Christian; M.A., East Carolina
- GRACE BETTS FARRIOR (1957), *Head Acquisitions Librarian*
B.A., Meredith; M.S. in L.S., U.N.C. at Chapel Hill
- NORMAN FARROW (1969), *Artist-Teacher and Professor, School of Music*
B.A., M.A., Western Ontario
- WILLIAM NORCROSS FELT (1947), *Associate Professor, Department of
Romance Languages*
B.A., Clark; M.A., D.M.L., Middlebury; Diplôme de hautes études, Grenoble
- MARGUERITE FELTON (1956), *Assistant Professor, Department of Chemistry,
and Academic Adviser*
B.S., Limestone; M.A., U.N.C. at Chapel Hill
- JAMES SHARBROUGH FERGUSON (1962), *Chancellor and Professor, Depart-
ment of History*
B.A., Millsaps; M.A., Louisiana State; Ph.D., U.N.C. at Chapel Hill
- ANNA HYER FESMIRE (1969), *Instructor, Department of Romance
Languages*
B.A., M.A., U.N.C. at Greensboro
- THOMAS K. FITZGERALD (1970), *Assistant Professor, Department of
Sociology and Anthropology*
B.A., U.N.C. at Chapel Hill; M.A., Stanford; Ph.D., U.N.C. at Chapel Hill
- ¹JAMES FLETCHER (1971), *Teaching Assistant, School of Music*

¹Part-time, second semester.

²Part-time.

- MELVIN FLOOD (1969), *Instructor, School of Music*
B.S., Illinois; M.M., Manhattan School of Music
- JOHN PAUL FORMBY (1966), *Associate Professor, School of Business and Economics*
B.A., Colorado College; Ph.D., Colorado
- SHERRI RHODA FORRESTER (1962), *Assistant Professor, Department of Chemistry*
B.S., Duke; Ph.D., Northwestern
- EILEEN CASEY FRANCIS (1965), *Assistant Professor, School of Home Economics*
B.S., M.S., Ph.D., Pennsylvania State
- MARIAN POPE FRANKLIN (1959), *Professor, School of Education*
B.A., B.M., St. Olaf; M.A., Northwestern; Ed.D., U.N.C. at Chapel Hill
- JANET B. FRANZONI (1969), *Instructor, Department of History*
B.A., Albertus Magnus; M.A., U.N.C. at Greensboro
- HERBERT WILLIAM FRED (1964), *Professor, School of Music, and Director, Summer Session*
B.M.E., M.M., Northwestern; Ph.D., U.N.C. at Chapel Hill
- ¹ROSE MILLS FREEDMAN (1957), *Instructor, School of Home Economics*
B.A., Vassar; M.A., Peabody
- CAROL J. FRITZ (1972), *Lecturer, School of Home Economics*
B.S., Drexel; M.A., New York
- HAROLD FRY (1968), *Instructor, Department of German and Russian*
B.A., Hartwick; M.A., Johns Hopkins
- ANNIE BEAM FUNDERBURK (1921), *Associate Professor, Department of Romance Languages, Emeritus (1961)*
B.A., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill
- HALDON D. FUNK (1970), *Associate Professor, School of Education*
B.S., M.S., Illinois State; Ed.D., Indiana
- JACQUELYN GAEBELEIN (1971), *Assistant Professor, Department of Psychology*
B.A., M.A., Ph.D., Kent State
- JUNE PRISCILLA GALLOWAY (1957), *Assistant Professor, School of Health, Physical Education and Recreation*
B.S., Georgia; M.Ed., Ed.D., U.N.C. at Greensboro
- VIRGINIA BEATRICE GANGSTAD (1939), *Associate Professor, Department of Biology*
B.A., M.A., Ph.D., Illinois
- RAYMOND JOHN GARIGLIO (1966), *Associate Professor, School of Music*
B.M., Clarinet; B.M., Theory; B.M., Composition; American Conservatory of Music; M.M., Northwestern
- SAMMIE GATLIN GARNER (1966), *Instructor, School of Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro

¹Part-time.

FACULTY

- LYNNE PEARSALL GASKIN (1965), *Instructor, School of Health, Physical Education and Recreation*
B.S., Wesleyan; M.S.P.E., U.N.C. at Greensboro
- DWIGHT L. GENTRY (1970), *Professor, School of Business and Economics*
B.A., Elon; M.B.A., Northwestern; Ph.D., Illinois
- KARL RAY GENTRY (1965), *Associate Professor, Department of Mathematics*
B.S., Wake Forest; M.A., Ph.D., Georgia
- JULIA SANDERS GILBREATH (1968), *Instructor, School of Education*
B.A., M.Ed., U.N.C. at Greensboro
- BERT ARTHUR GOLDMAN (1965), *Professor, School of Education; and Dean of Academic Advising*
B.A., Maryland; M.Ed., U.N.C. at Chapel Hill; Ed.D., Virginia
- CARL GOLDSTEIN (1971), *Associate Professor, Department of Art*
B.A., Brooklyn; M.A., Ph.D., Columbia
- JEAN GORDON (1964), *Assistant Professor, Department of History*
B.A., M.A., Penn State; Ph.D., Wisconsin
- JOHN LOWELL GRAVES (1966), *Assistant Professor, Department of Chemistry*
B.A., Oberlin; Ph.D., Chicago
- ¹MARGARET G. GRAVES (1967), *Lecturer, School of Business and Economics*
B.A., Smith; M.B.A., Chicago
- J. GORDON GREENE (1969), *Assistant Professor, Department of Drama and Speech*
B.S., East Tennessee; M.A., Northwestern
- MARGARET ANN GREENE (1946), *Assistant Professor, School of Health, Physical Education and Recreation*
B.S.P.E., Appalachian; M.A., New York
- JOAN GREGORY (1964), *Associate Professor, Department of Art*
B.A., Alabama; M.A., Ed. D., Peabody
- ²NANCY H. GRIER (1972), *Instructor, School of Home Economics*
B.S., M.Ed., U.N.C. at Greensboro
- PATRICIA ANNE GRIFFIN (1968), *Instructor, Department of Mathematics*
B.A., M.A., U.N.C. at Greensboro
- KELLEY E. GRIFFITH, JR. (1968), *Assistant Professor, Department of English*
B.A., Wake Forest; M.A., Ph.D., Pennsylvania
- GEORGE PHILIP GRILL (1963), *Associate Professor, School of Business and Economics*
B.S., M.A., Appalachian; Ed.D., North Dakota
- MAGNHILDE GULLANDER (1918), *Professor, Department of History and Political Science, Emeritus (1956)*
B.A., Wisconsin; M.A., Pennsylvania

¹Part-time.

²Second semester.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- RUTH GUNTER (1931), *Assistant Professor, School of Education, Emeritus (1959)*
B.A., U.N.C. at Greensboro; M.A., Columbia
- WALTER H. HAGAMAN (1970), *Assistant Professor, School of Education*
B.S., M.A., Appalachian State; Ed.D., Virginia
- GAYLORD TERRENCE HAGESETH (1965), *Associate Professor, Department of Physics*
B.S., U.N.C. at Chapel Hill; M.S., Ph.D., Catholic University of America
- JAMES JOSEPH HAGOOD, JR. (1951), *Associate Professor, School of Education*
B.S., Piedmont; M.A., Peabody; M.S., Illinois
- ALONZO C. HALL (1916), *Professor, Department of English, Emeritus (1956)*
B.A., Elon; M.A., Columbia
- FRANK M. HAMMOND (1970), *Instructor, School of Music*
B.S., East Carolina; M.S., Illinois
- GEORGE W. HANEY (1968), *Instructor, School of Education*
B.A., M.S., Southern Illinois
- MATHILDE HARDAWAY (1941), *Professor, School of Business and Economics*
B.B.A., Texas; M.B.A., Chicago; Ph.D., Yale
- NOMA HARDIN (1944), *Associate Professor, Department of Art, Emeritus (1970)*
B.A., Baylor; B.S., M.A., Texas State
- HILDA T. HARPSTER (1944), *Associate Professor, Department of Biology, Emeritus (1971)*
B.A., Sweet Briar; M.A., Ph.D., Michigan
- JULIE HARRIS (1965), *Instructor, Department of Biology*
B.S., Newcomb College of Tulane; M.S.P.E., U.N.C. at Greensboro
- ANN HARRISON (1972), *Research Instructor, School of Home Economics*
B.A., University of Florida; M.Ed., U.N.C. at Greensboro
- JEFFREY L. HARRISON (1970), *Assistant Professor, School of Business and Economics*
B.S., M.B.A., Ph.D., Florida
- LAWRENCE HART (1966), *Professor and Dean, School of Music*
B.M., M.M., Colorado; D.Mus.A., Eastman School of Music of the University of Rochester in New York
- M. RUSSELL HARTER (1968), *Associate Professor, Department of Psychology*
B.A., M.A., San Diego State College; Ph.D., Arizona
- EUGENE B. HASTINGS (1968), *Instructor, Department of Romance Languages*
B.A., Colgate; M.A., Middlebury
- MARTHA ELIZABETH HATHAWAY (1936), *Associate Professor, School of Home Economics, Emeritus (1968)*
B.S., U.N.C. at Greensboro; M.A., Columbia
- CHARLES R. HAYES (1970), *Lecturer, Department of Geography*
B.A., Knox; M.S., Wisconsin

FACULTY

- STEVEN K. HEDDEN (1971), *Assistant Professor, School of Music*
B.M.E., M.M.E., Ph.D., Kansas
- ¹ELMA JOSEPHINE HEGE (1934), *Associate Professor, Department of History, Emeritus (1971)*
B.A., U.N.C. at Greensboro; M.A., Virginia
- RUTH COLTON HEGE (1960), *Instructor, Department of English*
B.A., Mount Holyoke; M.A., Columbia
- ELSA M. HEIMERER (1968), *Instructor, School of Health, Physical Education and Recreation*
B.S., Ursinus College; M.S.P.E., U.N.C. at Greensboro
- JULIA HEIL HEINLEIN (1952), *Associate Professor, Department of Psychology, Emeritus (1962)*
B.S., M.A., Ph.D., Johns Hopkins
- ²BEVERLY HEITMAN (1972), *Lecturer, Department of Sociology and Anthropology*
B.A., Greensboro College; M.S.S.W., U.N.C. at Chapel Hill; D.S.W., Pennsylvania
- JAMES E. HELGESON (1969), *Assistant Professor, Department of English*
B.A., Yale; M.A., Iowa; Ph.D., Indiana
- HERBERT T. HENDRICKSON (1968), *Assistant Professor, Department of Biology*
B.S., Ph.D., Cornell
- GAIL MURL HENNIS (1950), *Professor, School of Health, Physical Education and Recreation*
B.S., Purdue; M.A., Ph.D., State University of Iowa
- HARVEY B. HERMAN (1969), *Associate Professor, Department of Chemistry*
B.S., Polytechnic Institute of Brooklyn; Ph.D., Syracuse
- ³ANN E. HERRIN (1971), *Research Instructor, School of Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- STANLEY E. HICKS (1970), *Assistant Librarian*
B.A., Phillips; M.S. in L.S., Illinois
- PATRICIA ANN HIELSCHER (1970), *Instructor, School of Health, Physical Education and Recreation, and Resident Supervisor of Piney Lake*
B.S.P.E., M.S.P.E., U.N.C. at Greensboro
- JAMES ALBERT HIGHSMITH (1916), *Professor, Department of Psychology, Emeritus (1953)*
B.A., M.A., U.N.C. at Chapel Hill; Ph.D., Peabody
- JOSEPH S. HIMES (1969), *Excellence Fund Professor, Department of Sociology and Anthropology*
B.A., M.A., Oberlin; Ph.D., Ohio State
- JOHN HOFTYZER (1970), *Lecturer, School of Business and Economics*
B.A., City College of New York; M.A., Indiana

¹First semester.

²Second semester.

³Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- ELIZABETH JEROME HOLDER (1963), *Head Reference Librarian*
B.A., Salem; M.S. in L.S., U.N.C. at Chapel Hill
- REBECCA HOLLAND (1970), *Assistant Professor, School of Nursing*
B.S., M.P.H., U.N.C. at Chapel Hill
- BIRDIE HELEN HOLLOWAY (1935), *Professor, School of Music, Emeritus*
(1965)
B.S.M., M.S.M., Oberlin Conservatory
- NANCY HEFNER HOLMES (1966), *Instructor, School of Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- ¹MARJORIE JANE HOOD (1929), *Head Circulation Librarian, Assistant Archivist, Emeritus* (1970)
B.A., U.N.C. at Greensboro; B.S. in L.S., Emory
- MARGARET KENDRICK HORNEY (1961), *Assistant Catalog Librarian*
B.A., U.N.C. at Greensboro; B.S. in L.S., Columbia
- RAYMOND LEE HORTON (1970), *Lecturer, School of Business and Economics*
B.S., Maryland; M.B.A., Indiana
- EVELYN LOUISE HOWELL (1937), *Associate Professor, School of Home Economics, Emeritus* (1956)
B.S., M.A., U.N.C. at Greensboro
- HUGHES B. HOYLE, III (1967), *Associate Professor, Department of Mathematics*
B.S., M.A., Ph.D., U.N.C. at Chapel Hill
- ²NANCY G. HUBBARD (1970), *Instructor, School of Health, Physical Education and Recreation*
B.A., Oberlin; M.Ed., U.N.C. at Greensboro
- CLARENCE P. HUGGINS, JR. (1969), *Instructor, Department of English*
B.A., Davidson; M.A., U.N.C. at Chapel Hill
- ARTHUR BYRON HUNKINS (1965), *Associate Professor, School of Music*
B.A., Oberlin; M.F.A., Ohio; D.M.A., Michigan
- MARGARET AGNES HUNT (1961), *Associate Professor, Department of Political Science*
B.A., Michigan State; M.A., Ph.D., U.N.C. at Chapel Hill
- EUGENIA McIVER HUNTER (1935), *Professor, School of Education, Emeritus*
(1970)
B.A., Goucher; M.A., Columbia; Ph.D., Ohio State
- MARY ALFORD HUNTER (1943), *Assistant Professor, School of Education*
B.A., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill
- MINNIE MIDDLETON HUSSEY (1930), *Assistant Circulation Librarian, Emeritus* (1957)
B.A., Meredith; B.A., U.N.C. at Greensboro
- ³MARY ELIZABETH JARRARD (1965), *Instructor, Department of English*
B.A., U.N.C. at Chapel Hill; M.A.T., Duke

¹Part-time Archivist 1971-72.

²Part-time.

³Part-time, second semester.

FACULTY

- JAMES R. JARRELL (1970), *Assistant Acquisitions Librarian*
B.S., Winston-Salem State Teachers; M.S. in L.S., Atlanta
- ¹JACK M. JARRETT (1967), *Associate Professor, School of Music*
B.A., Florida; M.A., Eastman School of Music; Doctor of Music, Indiana
- LUDEMILLA N. JASENOVIC (1967), *Assistant Professor, Department of German and Russian*
B.A., Belgrade; M.A., Ph.D., Montreal
- ELISABETH ANNA MARIE JASTROW (1941), *Associate Professor, Department of Art, Emeritus (1961)*
Ph.D., Heidelberg, Germany
- JOHN R. JEZOREK (1970), *Assistant Professor, Department of Chemistry*
B.S., Loyola; Ph.D., Delaware
- JOSEPH E. JOHNSON (1969), *Assistant Professor, School of Business and Economics*
B.A., U.N.C. at Chapel Hill; M.B.A., D.B.A., Georgia State
- MARY KENNON JOHNSON (1962), *Associate Professor, School of Education*
B.A., South Carolina; M.School Librarianship, U.N.C. at Chapel Hill
- MILDRED LOUISE JOHNSON (1965), *Associate Professor, School of Home Economics*
B.S., M.S., Northern Illinois; Ph.D., Wisconsin
- YVONNE C. JOHNSON (1971), *Teaching Assistant, School of Music*
B.M., U.N.C. at Greensboro
- ²MARY ANN JOHNSTON (1971), *Teaching Assistant, School of Music*
B.A., Elon
- PATRICIA C. JONES (1970), *Instructor, School of Music*
B.M., Juilliard School of Music; M.F.A., Ohio
- RICHARD E. JONES (1971), *Assistant Catalog Librarian*
B.M., Westminster; M.F.A., Ohio; M.S. in L.S., U.N.C. at Chapel Hill
- ROBERT J. JONES (1971), *Assistant Professor, School of Education, and Assistant Director, Institute for Child and Family Development*
B.A., M.A., Ph.D., Southern Illinois
- SARAH WILSON JONES (1952), *Instructor, School of Business and Economics*
B.S., M.S., U.N.C. at Greensboro
- SHELLEY L. JONES (1967), *Assistant Professor, School of Nursing*
B.S., California Medical Center; M.S., Minnesota
- STANLEY L. JONES (1971), *Vice Chancellor for Academic Affairs, and Professor, Department of History*
B.S., M.A., Wisconsin; Ph.D., Illinois
- GEORGE MINOR JOYCE (1935), *Professor, Emeritus (1969)*
B.S., Indiana State Teachers; M.S., Pittsburgh

¹Leave of absence, academic year 1971-72.

²Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- G. DONALD JUD (1971), *Assistant Professor, School of Business and Economics*
B.A., M.B.A., Texas; Ph.D., Iowa
- LOUIS J. KARMEI (1970), *Professor, School of Education*
B.A., Roosevelt; Ph.D., U.N.C. at Chapel Hill
- MARY KATSIKAS (1961), *Laboratory Assistant, Department of Chemistry*
B.A., U.N.C. at Greensboro
- PAULINE EVELYN KEENEY (1949), *Burlington Industries Professor of Textiles, School of Home Economics*
B.S., M.S., Ph.D., Pennsylvania State
- ALBERT S. KEISTER (1924), *Professor, Department of Economics and Business Administration, Emeritus (1956)*
B.A., Otterbein; M.A., Columbia; Ph.D., Chicago
- MARY ELIZABETH KEISTER (1965), *Lecturer, School of Home Economics; Research Associate, Institute for Child and Family Development; Director, Demonstration Project, Group Care of Infants*
B.S., U.N.C. at Greensboro; M.A., State University of Iowa; Ph.D., Chicago
- CLAIRE KELLEHER (1968), *Assistant Professor, Department of Art*
B.A., Toronto; M.A., Chicago; Ph.D., London
- MARY ELIZABETH KELLY (1970), *Instructor, School of Education*
B.A., Vanderbilt; M.A., George Peabody
- ROBERT L. KELLY (1968), *Assistant Professor, Department of English*
B.A., St. Benedict's College; M.A., Kansas; Ph.D., Oregon
- JOHN WESLEY KENNEDY (1956), *Professor, School of Business and Economics; Vice Chancellor for Graduate Studies*
B.A., M.A., Duke; Ph.D., U.N.C. at Chapel Hill
- ¹E. DARYL KENT (1971), *Lecturer, Department of Philosophy*
B.A., Guilford; B.D., Hartford Theological Seminary; Ph.D., Columbia
- ²P. DOUGLAS KERR (1971), *Visiting Lecturer, School of Home Economics*
B.A., Guilford; M.A., Syracuse
- WILLIAM E. KINGSBURY (1970), *Instructor, Department of Romance Languages*
B.A., Marshall; M.A., Middlebury
- ³GEORGE ANTHONY KIROPES (1965), *Assistant Professor, School of Music*
B.M., M.M., Peabody Conservatory
- HENRY TOMPKINS KIRBY-SMITH, JR. (1967), *Assistant Professor, Department of English*
B.A., University of the South; M.A., Harvard
- KATHLEEN KISH (1969), *Assistant Professor, Department of Romance Languages*
B.A., California; M.A., Ph.D., Wisconsin

¹Part-time.

²Part-time, first semester.

³Leave of absence, first semester 1971-72.

FACULTY

- VIRA RODGERS KIVETT (1968), *Instructor, School of Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- MARGARET G. KLEMER (1967), *Assistant Professor, School of Nursing*
B.S.N.E., Pittsburgh; M.S., Alabama
- RICHARD H. KLEMER (1967), *Professor, School of Home Economics*
B.A., Pittsburgh; Ph.D., Florida State
- DAVID B. KNIGHT (1967), *Assistant Professor, Department of Chemistry*
B.S., M.A., Louisville; Ph.D., Duke
- WILLIAM ELLIOTT KNOX (1963), *Associate Professor, Department of Sociology and Anthropology*
B.A., Colgate; Ph.D., Cornell
- JEAN PAUL F. X. KOENIG (1962), *Instructor, Department of Romance Languages*
B.A., Aix-Marseille; M.A., U.N.C. at Chapel Hill
- JULIE McNALL KOHL (1970), *Lecturer, School of Music*
B.M., M.S., Juilliard School of Music
- RICHARD C. KOLLATH (1969), *Instructor, Department of Art*
B.F.A., Hawaii; M.F.A., U.N.C. at Greensboro
- LOUIS F. KORT (1970), *Assistant Professor, Department of Philosophy*
B.A., Oberlin; M.A., Pittsburgh; B.Phil., Oxford
- ANNA MARY KREIMEIER (1927), *Assistant Professor, School of Education, Emeritus (1965)*
Ph.B., Chicago; M.A., Columbia
- MICHAEL D. KROELINGER (1971), *Lecturer, School of Home Economics*
B.S., Alabama; M.S., Tennessee
- LLOYD E. KROPP (1970), *Lecturer, Department of English*
B.A., M.A., Pittsburgh
- SUNNAN KUBOSE (1969), *Assistant Professor, Department of Psychology*
B.A., California at Berkeley; M.A., San Francisco State; Ph.D., Iowa
- ¹HARRIET JANE KUPFERER (1961), *Professor and Acting Head, Department of Sociology and Anthropology*
B.S., U.N.C. at Greensboro; M.A., Ed.D., New York; Ph.D., U.N.C. at Chapel Hill
- LINCOLN F. LADD (1968), *Instructor, Department of English*
B.A., Brown; M.A., Virginia
- BENJAMIN LADNER (1969), *Assistant Professor and Acting Head, Department of Religious Studies*
B.A., Baylor; B.D., Southern Seminary; Ph.D., Duke
- RAMIRO LAGOS (1965), *Associate Professor, Department of Romance Languages*
B.A., La Porciuncula; M.A., Ph.D., Universidad Javeriana
- JANICE S. LAIN (1967), *Instructor, School of Health, Physical Education and Recreation*
B.S., Texas; M.Ed., Sam Houston State College

¹Acting Head, academic year 1971-72.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- FRANCIS ANTHONY LAINE (1949), *Associate Professor and Head, Department of Classical Civilization*
B.S., Memphis State; Ph.D., Vanderbilt
- D. KEITH LAMBERT (1970), *Instructor, Department of Art*
B.S., East Carolina; M.F.A., U.N.C. at Greensboro
- MARGARET ANNE LANDON (1971), *Assistant Professor, School of Nursing*
B.S., Siena Heights; M.S.N., Catholic University of America
- WILLIAM G. LANE (1969), *Professor and Head, Department of English*
B.A., Furman; M.A., Ph.D., Harvard
- AUGUSTINE LAROCHELLE (1922), *Professor, Department of Romance Languages, Emeritus (1958)*
B.A., Vermont; M.A., Columbia; Diploma, Centro de Estudios Históricos, Madrid
- ROBERTA B. LANGFORD (1971), *Instructor, Department of English*
B.A., Bishop's; M.A., Duke
- P. SCOTT LAWRENCE (1970), *Assistant Professor, Department of Psychology*
B.S., Maryland; Ph.D., Arizona State
- ETHEL MARTUS LAWTHER (1931), *Professor and Dean, School of Health, Physical Education and Recreation*
B.A., Brown; M.S., Wellesley
- FRANCOISE GIRAUDET LAY (1963), *Instructor, Department of Romance Languages*
Baccalaureat de Philosophie, Université de Paris; Licence es Lettres, Université de Bordeaux
- THOMAS J. LEARY (1968), *Kathleen Price Bryan Associate Professor of Financial Affairs, School of Business and Economics*
B.A., Northeastern; M.A., Ph.D., Ohio State
- ERNEST W. LEE (1966), *Associate Professor, School of Education*
B.S., Clemson; M.Ed., Ph.D., U.N.C. at Chapel Hill
- MARJORIE LOUISE LEONARD (1941), *Associate Professor, School of Health, Physical Education and Recreation*
B.S., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill
- JARRETT LEPLIN (1971), *Assistant Professor, Department of Philosophy*
B.A., Amherst; M.A., Ph.D., Chicago
- JOSEPH LEVINOFF (1969), *Ballet Master-in-Residence and Lecturer, School of Health, Physical Education and Recreation*
- ELOISE R. LEWIS (1966), *Professor and Dean, School of Nursing*
B.S.N., Vanderbilt; M.S.Ed., Pennsylvania; Ed.D., Duke
- ¹W. PENN LEWIS, JR. (1970), *Lecturer, School of Business and Economics*
B.A., U.N.C. at Chapel Hill; M.B.A., Syracuse
- SHU S. LIAO (1971), *Assistant Professor, School of Business and Economics*
B.A., National Taiwan; M.S., Utah State; Ph.D., Illinois

¹Part-time.

FACULTY

- VIRGIL E. LINDSEY (1940), *Associate Professor, Department of Economics and Business Administration, Emeritus (1968)*
B.A., Missouri Wesleyan; M.A., Iowa
- VANCE THOMAS LITTLEJOHN (1938), *Professor, School of Business and Economics*
B.A., B.S., Bowling Green; M.Ed., Ph.D., Pittsburgh
- RALPH G. LOCKWOOD (1970), *Instructor, School of Music*
B.M.E., Baldwin-Wallace College Conservatory of Music; M.M., New England Conservatory
- PAULINE A. LOEFFLER (1967), *Assistant Professor, School of Health, Physical Education and Recreation*
B.S.Ed., Southern Illinois; M.S.P.E., U.N.C. at Greensboro; Ph.D., Southern California
- ANDREW F. LONG, JR. (1967), *Assistant Professor, Department of Mathematics*
B.S.E.E., M.S., West Virginia; Ph.D., Duke
- LILA BELLE LOVE (1926), *Associate Professor, Department of Biology, Emeritus (1953)*
B.A., Mississippi State College for Women; M.S., Nebraska
- WILLIAM P. LOVE (1970), *Assistant Professor, Department of Mathematics*
B.S., Ph.D., Florida State
- EMMA LOUISE LOWE (1941), *Associate Professor, School of Home Economics*
B.S., The Woman's College of Georgia; M.S., University of Georgia
- ROBERT EUGENE LUCAS (1964), *Instructor, Department of Romance Languages*
B.A., M.A., Ohio State
- STEPHEN R. LUCAS (1971), *Associate Professor, School of Business and Economics*
B.S., (Business Administration), B.S., (Distributive Education), M.A., Ph.D., Ohio State
- WILLIAM V. LUCKIE, JR. (1971), *Instructor, School of Business and Economics*
B.S., Alabama; M.B.A., Mississippi
- WALTER T. LUCZYNSKI (1960), *Assistant Professor, Department of History*
B.A., New York; M.A., Michigan; Ph.D., Illinois
- ERNEST A. LUMSDEN, JR. (1966), *Associate Professor, Department of Psychology*
B.A., Richmond; Ph.D., Duke
- ¹HERBERT Z. LUND (1954), *Clinical Professor, Department of Biology*
B.A., Utah; M.D., Pennsylvania
- PAUL EUGENE LUTZ (1961), *Professor, Department of Biology*
B.A., Lenoir-Rhyne; M.S., Miami; Ph.D., U.N.C. at Chapel Hill
- CHARLES A. LYNAM (1964), *Assistant Professor, School of Music*
B.A., Elon; M.A., New York

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- DAVID FRANKLIN McALLISTER (1967), *Lecturer, Department of Mathematics*
B.S., U.N.C. at Chapel Hill; M.A., Purdue
- ¹DUANE H. MCCARTNEY (1970), *Lecturer, School of Business and Economics*
B.A., M.A., Colorado State
- THOMAS G. McCARTY (1971), *Assistant Professor, Department of Classical Civilization*
B.A., Oberlin; M.A.T., Yale; Ph.D., Michigan
- DUANE K. McCLELLAND (1971), *Instructor, School of Music*
B.M., Eastman School of Music; M.A., Teachers College, Columbia
- THOMAS J. MCCOOK (1968), *Visiting Professor, School of Education*
B.A., Boston College; M.Ed., Boston; Ed.D., Harvard
- FRANCIS J. MCCORMACK (1967), *Associate Professor, Department of Physics*
B.S., Spring Hill; Ph.D., Florida State
- EDWARD MCCRADY, III (1964), *Associate Professor, Department of Biology*
B.S., University of the South; M.A., Ph.D., Virginia
- MARY LOUISE McDONALD (1965), *Instructor, Department of Mathematics, and Academic Adviser*
B.A., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill
- MIRIAM MCFADYEN (1926), *Professor, School of Education, Emeritus (1945)*
B.S., M.A., Columbia
- RICHARD E. MCFADYEN (1970), *Instructor, Department of History*
B.A., Florida Presbyterian; M.A., Emory
- THERESA A. MCGEADY (1971), *Assistant Professor, Department of Art*
B.A., Immaculata; M.A., M.F.A., Notre Dame; Ph.D., Ohio
- ROSEMARY MCGEE (1954), *Professor, School of Health, Physical Education and Recreation*
B.S., Southwest Texas; M.S., Illinois State; Ph.D., State University of Iowa
- ²WILLIAM MCGEHEE (1965), *Lecturer, Department of Psychology*
B.A., University of the South; M.A., Ph.D., Peabody
- RONALD RAY McIRVIN (1968), *Assistant Professor, Department of Sociology and Anthropology*
B.A., Colorado; Ph.D., Kansas
- WILLIAM W. McIVER (1970), *Assistant Professor, School of Music*
B.A., B.M., Oberlin College and Conservatory; M.M., Illinois; D.M.A., West Virginia
- E. DORIS MCKINNEY (1970), *Associate Professor, School of Health, Physical Education and Recreation*
B.S., Sargent; M.A., Indiana; Ed.D., Boston; M.P.H., Minnesota
- ¹WILLIAM W. McLENDON (1967), *Clinical Professor, Department of Biology*
B.A., M.D., U.N.C. at Chapel Hill

¹Part-time.

²Part-time, second semester.

FACULTY

- ¹MELINDA F. MCLEOD (1971), *Teaching Assistant, Department of Romance Languages*
B.A., U.N.C. at Greensboro
- ²R. WALTON MCNAIRY, JR. (1970), *Lecturer, School of Business and Economics*
B.A., Davidson; J.D., U.N.C. at Chapel Hill
- FRANKLIN HOLBROOK McNUTT (1941), *Professor, School of Education, Emeritus (1958)*
B.A., M.A., Wittenberg; Ph.D., Ohio State; LL.D., Dayton; L.H.D., Wittenberg
- ²ELIZABETH MCRIMMON (1969), *Laboratory Assistant, Department of Chemistry*
B.A., U.N.C. at Greensboro
- GEORGE E. MCSPADDEN (1967), *Professor and Head, Department of Romance Languages*
B.A., M.A., New Mexico; Ph.D., Stanford
- DAVID MACKENZIE (1969), *Professor, Department of History*
B.A., Rochester; M.A., Ph.D., Columbia
- ³JOHN S. MCRAE, III (1971), *Lecturer, School of Home Economics*
Bachelor of Architecture, North Carolina State
- BRENDA S. MADDEN (1970), *Instructor, Department of Biology*
B.A., M.A., U.N.C. at Greensboro
- ADEN COMBS MAGEE, III (1960), *Professor, School of Home Economics*
B.S., Texas A and M; M.S., Ph.D., N. C. State
- HAROLD J. MAHONEY (1968), *Professor, School of Education*
B.S.Ed., Bridgewater State College; M.Ed., Ed.D., Boston
- GUITA MARBLE (1940), *Associate Professor, Department of Chemistry, Emeritus (1970)*
B.A., M.A., Ph.D., Kansas
- ¹ANDREW GEORGE MARTIN (1965), *Lecturer, Department of Art*
- JANE D. MATHEWS (1970), *Associate Professor, Department of History*
B.A., M.A., Ph.D., Duke
- MICHELE F. MEISART (1968), *Teaching Assistant, Department of Romance Languages*
Baccalaureate in Philosophy, Universite de Nancy
- GERALD W. MEISNER (1970), *Assistant Professor, Department of Physics*
B.A., Hamilton; Ph.D., University of California at Berkeley
- FRANK T. MELTON (1967), *Assistant Professor, Department of History*
B.A., University of the South; M.A., Vanderbilt; Ph.D., Wisconsin
- MARJORIE WHITTINGTON MEMORY (1949), *Head Serials Librarian*
B.A., U.N.C. at Greensboro; M.S. in L.S., U.N.C. at Chapel Hill

¹First semester.

²Part-time.

³Part-time, first semester.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- R. FRITZ MENGERT (1971), *Assistant Professor, School of Education*
B.S., Ohio State; M.Ed., Kent State; Ph.D., Ohio State
- BENJAMIN D. MEYERS (1970), *Lecturer, Department of Political Science*
B.A., State University of New York at Binghamton; M.A., Boston
- HERMAN DAVID MIDDLETON (1956), *Professor and Head, Department of Drama and Speech*
B.S., Columbia; M.A., Teachers College, Columbia; Ph.D., Florida
- BENTON E. MILES (1971), *Assistant Professor, School of Business and Economics*
B.S., M.S., Virginia Polytechnic; Ph.D., Ohio State
- ¹JAMES N. MILLER (1969), *Lecturer, School of Business and Economics*
B.B.A., Georgia State; Ph.D., Tulane
- MARY C. MILLER (1967), *Assistant Professor, School of Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro; Ed.D., Columbia
- META HELENA MILLER (1922), *Professor, Department of Romance Languages, Emeritus (1966)*
B.A., Goucher; M.A., Ph.D., Johns Hopkins; Certificat d'études pratiques de prononciation française Institut de phonétique, Université de Paris
- ROBERT L. MILLER (1968), *Professor, Department of Chemistry, and Dean of College of Arts and Sciences*
Ph.B., B.S., M.S., Chicago; Ph.D., Illinois Institute of Technology
- JOHN T. MINOR (1971), *Assistant Reference Librarian*
B.A., Moravian College; M.Div., Christian Theological Seminary; M.S. in L.S., U.N.C. at Chapel Hill
- DAVID F. MITCHELL (1971), *Assistant Professor, Department of Sociology and Anthropology*
B.S., M.A., Ph.D., Kansas
- GERTRUDE VERMILLION MITCHELL (1957), *Associate Professor, Department of Chemistry, Emeritus (1968)*
B.A., Furman; B.S., Peabody; M.A., Columbia; Ph.D., Duke
- JANE TUCKER MITCHELL (1970), *Lecturer, School of Education and Department of Romance Languages*
B.A., Mary Baldwin; M.A., George Washington
- STEPHEN C. MOHLER (1970), *Assistant Professor, Department of Romance Languages*
B.A., M.A., Ph.D., George Washington
- MICHAEL H. MOLENDI (1968), *Assistant Professor, School of Education*
B.A., Marquette; M.S., Ph.D., Syracuse
- VIRGINIA GROVE MOOMAW (1945), *Professor, School of Health, Physical Education and Recreation*
B.S., Nebraska; M.A., Columbia
- MARGARET C. MOORE (1967), *Associate Professor, School of Nursing*
B.S., U.N.C. at Greensboro; M.A., New York; M.S., U.N.C. at Chapel Hill

¹Part-time.

FACULTY

- VIVIAN C. MOOSE (1947), *Head Catalog Librarian*
B.A., Lenoir-Rhyne; B.S. in L.S., U.N.C. at Chapel Hill
- MAGDALENA MORA-MALLO (1968), *Instructor, Department of Romance Languages*
Bachi Ilarazo, Colegio Santa Maria, Madrid; Filosofie y Letras, Licenciada, Universidad de Madrid
- EDWIN PHILLIP MORGAN (1946), *Professor, School of Music*
B.M., Tulsa; M.M., A.M.D., Eastman
- INGA BORGSTROM MORGAN (1946), *Associate Professor, School of Music*
B.M., M.M., Rochester
- ¹RALPH MICHAEL MORRISON (1960), *Associate Professor, Department of Biology*
B.S., William and Mary; Ph.D., Indiana
- ²MARY L. MOSER (1969), *Instructor, School of Home Economics*
B.A., East Carolina; M.S., U.N.C. at Chapel Hill
- DAVID H. MOSKOVITZ (1967), *Assistant Professor, School of Music*
B.M., M.M., Illinois
- MEREB ETHNA MOSSMAN (1937), *Professor, Department of Sociology and Anthropology*
B.A., Morningside; M.A., Chicago; L.H.D., Queens College; Lit.D., Morningside
- JOSEPH B. MOUNTJOY (1969), *Assistant Professor, Department of Sociology and Anthropology*
B.A., Illinois; Ph.D., Southern Illinois
- ROBERT B. MUIR (1966), *Associate Professor, Department of Physics*
B.A., Maryville; M.S., Ph.D., Tennessee
- ²ELIZABETH B. MURRAY (1970), *Teaching Assistant, School of Education*
B.S., M.A.T., U.N.C. at Chapel Hill
- KENT DOUGLAS NASH (1970), *Assistant Professor, School of Business and Economics*
B.S., B.A., M.B.A., Bowling Green State; Ph.D., N. C. State
- WILLIAM F. NAUFFTUS (1971), *Instructor, Department of English*
B.A., Union; M.A., Virginia
- ROLAND H. NELSON, JR. (1970), *Professor, School of Education*
B.A., Duke; M.Ed., Virginia; Ed.D., Harvard
- ROSEMERY O. NELSON (1971), *Instructor, Department of Psychology*
B.S., St. Louis
- ²ELLEN NEWBOLD (1970), *Teaching Assistant, School of Education*
B.A., U.N.C. at Greensboro
- ELIZABETH WHARTON NEWLAND (1967), *Assistant Catalog Librarian*
B.A., U.N.C. at Greensboro; B.A. in L.S., U.N.C. at Chapel Hill
- CHARLES NEWMAN (1970), *Lecturer, Department of Philosophy*
B.A., Oberlin, M.A., Brown

¹Leave of absence, first semester 1971-72.

²Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- MARIANA NEWTON (1969), *Assistant Professor, Department of Drama and Speech*
A.A., Cottey; B.A., M.A., Redlands; Ph.D., Northwestern
- MILDRED PENDLETON NEWTON (1926), *Director of Admissions, Emeritus (1959)*
B.A., Goucher
- ROBERT P. NEWTON (1970), *Associate Professor, Department of German and Russian*
B.A., M.A., Rice; Ph.D., Johns Hopkins
- VICTORIA CARLSON NIELSON (1930), *Professor, School of Health, Physical Education and Recreation, Emeritus (1948)*
B.S., M.S., M.A., Ph.D., Columbia
- TERENCE A. NILE (1970), *Instructor, Department of Chemistry*
B.S., M.S., Sussex
- ¹RITA NOLAN (1970), *Assistant Professor and Acting Head, Department of Philosophy*
B.S., M.A., Boston; Ph.D., Pennsylvania
- E. WILLIAM NOLAND (1967), *University Distinguished Professor, Department of Sociology and Anthropology*
B.A., M.A., West Virginia; Ph.D., Cornell
- ANDREAS S. NOMIKOS (1971), *Professor, Department of Drama and Speech*
B.A., Ph.D., Athens
- ROBERT M. O'KANE (1967), *Professor and Dean, School of Education*
B.A., New Hampshire; M.Ed., Vermont; Ed.D., Harvard
- DAVID M. OLSON (1971), *Professor and Head, Department of Political Science*
B.A., M.A., Ph.D., California at Berkeley
- ²MALCOLM E. OSBORN (1968), *Lecturer, School of Business and Economics*
B.A., Maine; J.D., L.L.M., Boston University School of Law
- WILLIAM L. OSBORNE (1970), *Assistant Professor, School of Education*
B.S.Ed., Ohio State; M.Ed., Ohio; Ed.D., Western
- RAFAEL OSUNA (1968), *Associate Professor, Department of Romance Languages*
Linenciado en Letras, Madrid; Ph.D., Brown
- NELSON F. PAGE (1966), *Assistant Professor, Department of Mathematics*
B.A., M.A., Ph.D., U.N.C. at Chapel Hill
- KATHLEEN SHARER PAINTER (1929), *Instructor, Department of English, Emeritus (1963)*
B.A., Tennessee
- PATRICIA E. PARDUE (1969), *Instructor, Department of Romance Languages and Academic Adviser*
B.A., M.A., U.N.C. at Greensboro

¹Acting Head, second semester 1971-72.

²Part-time.

FACULTY

- ¹JOHN H. PARK (1971), *Instructor, Department of Romance Languages*
B.A., Geneva; M.A., Duke
- FRANKLIN DALLAS PARKER (1951), *Professor, Department of History*
B.A., Greenville; M.A., Ph.D., Illinois
- MARY TOWE PARKER (1956), *Instructor, Department of Geography*
B.A., M.Ed., U.N.C. at Greensboro
- MARGARET S. PARROTT (1970), *Lecturer, School of Education*
B.A., North Texas State; M.S. in L.S., U.N.C. at Chapel Hill
- CLARENCE H. PATRICK (1971), *Visiting Lecturer, Department of Sociology and Anthropology*
B.A., Wake Forest; B.D., Andover Newton; Ph.D., Duke
- ODESSA PATRICK (1958), *Instructor, Department of Biology*
B.S., A and T State; M.A., U.N.C. at Greensboro
- JESSIE CLARA PEDEN (1946), *Assistant Professor, School of Education*
B.A., Winthrop; M.A., U.N.C. at Chapel Hill
- MARGARET ELLEN PENN (1946), *Professor, School of Home Economics, Emeritus (1967)*
B.S., Kansas State; M.A., Columbia
- CHARLOTTE PERKINS (1960), *Assistant Professor, Department of Drama and Speech*
B.A., M.A., Louisiana State
- PHILIP L. PERKINS (1970), *Instructor, Department of Biology*
B.S., Union; M.Phil., Yale
- ALICE L. PETERS (1970), *Instructor, School of Music*
B.A., Richmond; M.M., Illinois
- EUGENE EDWIN PFAFF (1936), *Professor, Department of History*
B.A., M.A., U.N.C. at Chapel Hill; Ph.D., Cornell
- CHARLES WILEY PHILLIPS (1935), *Professor, Emeritus (1962)*
B.A., U.N.C. at Chapel Hill; M.A., Columbia; LL.D., U.N.C. at Greensboro
- WALLACE PHILLIPS (1967), *Assistant Professor, School of Education*
B.S., Findlay; M.Ed., Ph.D., Ohio
- ¹BERT C. PIGGOTT (1971), *Instructor, School of Health, Physical Education and Recreation*
B.S., M.S., Illinois
- ¹NANCY RUTH PITTMAN (1971), *Instructor, School of Music*
B.M., U.N.C. at Chapel Hill; M.M., U.N.C. at Greensboro
- RUSSELL E. PLANCK (1967), *Lecturer, Department of History*
B.A., Seton Hall; M.A., Ph.D., Columbia
- VIVA M. PLAYFOOT (1925), *Professor, School of Home Economics, Emeritus (1954)*
B.S., M.A., Columbia

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- FRANCIS PLEASANTS, JR. (1965), *Associate Professor, School of Health, Physical Education and Recreation*
B.A., Catawba; M.Ed., U.N.C. at Chapel Hill; Ed.D., Florida State
- JACQUELINE MCMAHAN POER (1967), *Instructor, Department of Biology*
B.A., U.N.C. at Greensboro; M.A.T., Duke
- NANCY ANN PORTER (1952), *Instructor, School of Health, Physical Education and Recreation*
B.S., M.Ed., U.N.C. at Greensboro
- ELDON EUGENE POSEY (1964), *Professor and Head, Department of Mathematics*
B.S., East Tennessee State; M.A., Ph.D., Tennessee
- WILLIAM A. POWERS, III (1971), *Assistant Professor, Department of Mathematics*
B.S., Richmond; M.S., Ph.D., Connecticut
- ROBIN W. PRATT (1969), *Assistant Professor, Department of Psychology*
B.A., William Jewell; M.A., Ph.D., Illinois
- DAVID J. PRATTO (1969), *Instructor, Department of Sociology and Anthropology*
B.A., Colorado
- RUTH ROBERTSON PRINCE (1963), *Assistant Catalog Librarian*
B.A., Meredith; B.S. in L.S., U.N.C. at Chapel Hill
- ¹WILLIAM F. PRIZER (1971), *Instructor, School of Music*
B.A., Duke; M.M., Yale
- WILLIAM A. PRUITT (1970), *Instructor, Department of History*
B.A., Catawba
- CHARLES L. PRYSBY (1971), *Instructor, Department of Political Science*
B.S., Illinois Institute of Technology
- WALTER HENRY PUTERBAUGH (1964), *Professor and Head, Department of Chemistry*
B.A., Ph.D., Duke
- ELISHA M. RALLINGS (1966), *Assistant Professor, Department of Sociology and Anthropology*
B.S., M.S., Clemson; Ph.D., Florida State
- ANNA JOYCE REARDON (1941), *Professor, Department of Physics*
B.A., College of Saint Teresa; M.S., Ph.D., St. Louis
- ROBERT J. REAVIS (1967), *Lecturer, School of Business and Economics; Programmer, Computer Center*
B.A., Elon
- SANDRA D. REED (1967), *Assistant Professor, School of Nursing*
B.S., U.N.C. at Chapel Hill; M.S., Boston
- WILLIAM N. REED (1969), *Assistant Professor, Department of Art*
B.A., Harvard College; M.F.A., Pennsylvania

¹Part-time.

FACULTY

- ANNA REGER (1931), *Assistant Professor, School of Education, Emeritus (1959)*
B.S., West Virginia Wesleyan; B.S. in L.S., Columbia
- FREDERICK M. RENER (1961), *Associate Professor, Department of German and Russian*
B.A., M.A., Ph.D., Toronto
- CEDRIC S. REYNOLDS (1971), *Instructor, Department of English*
B.A., M.A., Washington
- DOROTHY H. RHAME (1969), *Instructor, School of Education*
B.A., Converse; M.Ed., U.N.C. at Greensboro
- ¹ALFRED L. RHYNE, JR. (1968), *Lecturer, School of Business and Economics*
B.A., U.N.C. at Chapel Hill; Ph.D., N. C. State
- ²CLARA ANN RIDDER (1959), *Professor, School of Home Economics*
B.S., Nebraska; M.S., Arizona; Ph.D., Cornell
- MARIE IRIS RILEY (1963), *Assistant Professor, School of Health, Physical Education and Recreation*
B.S., New York State Teachers College; M.A., State University of Iowa; Ph.D., Florida State
- MICHAEL H. RILEY (1969), *Assistant Professor, Department of English*
B.A., Wesleyan; M.A., Ph.D., Boston
- JUDITH E. RINK (1969), *Instructor, School of Health, Physical Education and Recreation*
B.S., State University of New York; M.S.P.E., U.N.C. at Greensboro
- SAMIR H. RIZK (1968), *Assistant Professor, Department of Romance Languages*
B.B.A., Miami; B.A., Damascus; M.A., Ph.D., Illinois
- BLACKWELL PIERCE ROBINSON (1956), *Associate Professor, Department of History*
B.A., U.N.C. at Chapel Hill; M.A., Duke; Ph.D., U.N.C. at Chapel Hill
- HOLLIS JETTON ROGERS (1947), *Associate Professor, Department of Biology*
B.S., Murray State; M.S., Kentucky; Ph.D., Duke
- BESS NAYLOR ROSA (1934), *Associate Professor, School of Home Economics, Emeritus (1958)*
B.S., M.A., Missouri
- ³ROBERT BERNARD ROSTHAL (1961), *Associate Professor and Head, Department of Philosophy*
B.A., Washington and Jefferson; M.A., Chicago; Ph.D., Michigan
- ¹CARMELO A. RUBIO (1969), *Teaching Assistant, Department of Romance Languages*
B.A., Wake Forest

¹Part-time.

²Leave of absence, first semester 1971-72.

³Leave of absence, second semester 1971-72.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- DONALD WILLIAM RUSSELL (1955), *Professor, School of Education and Academic Adviser*
B.A., Bates; M.Ed., Ed.D., Boston
- WILLIAM L. RUSSELL, JR. (1967), *Instructor, School of Health, Physical Education and Recreation*
B.A., Catawba; M.Ed., U.N.C. at Chapel Hill
- EVELYN ANN POTTINGER SAAB (1965), *Associate Professor, Department of History*
B.A., Wellesley; M.A., Ph.D., Radcliffe
- RICHARD WALTER ST. PIERRE (1968), *Instructor, School of Health, Physical Education and Recreation and Academic Adviser*
B.S., Ohio State; M.S.P.H., U.C.L.A.
- VICTOR S. SALVIN (1967), *Professor, School of Home Economics*
B.S., M.S., Wesleyan; Ph.D., Yale
- JOSÉ SANCHEZ-BOUDY (1965), *Lecturer, Department of Romance Languages*
B.A., Champagnat; M.A., U.N.C. at Chapel Hill; Ph.D., Havana
- ROLF SANDER (1967), *Professor, School of Music*
Diploma, Conservatory Frankfurt
- SARAH SANDS (1958), *Assistant Professor, Department of Biology*
B.S., Salem; M.T., Bowman Gray; M.S., Tennessee
- GARY L. SAPP (1971), *Assistant Professor, School of Education*
B.S., Campbellsville; M.A., Kentucky; Ed.D., Tennessee
- DENIZ SARAL (1972), *Lecturer, School of Business and Economics*
B.A., Robert College, Istanbul; M.B.A., Pittsburgh
- EUGENE SARVER (1969), *Lecturer, Department of Political Science*
B.A., Haverford; M.A., Johns Hopkins
- JOHN L. SAUNDERS (1968), *Lecturer, School of Education, and Director, Institutional Studies*
B.S., Western Carolina; M.Ed., South Carolina
- MARGARET H. SAUNDERS (1963), *Instructor, Department of Mathematics*
B.A., Southwestern; M.S., Virginia Polytechnic Institute
- ¹FRANK A. SCALIA (1971), *Lecturer, School of Business and Economics*
B.A., Rochester; M.S., Carnegie-Mellon
- ¹FLORENCE LOUISE SCHAEFFER (1922), *Professor, Department of Chemistry, Emeritus (1964)*
B.A., Barnard; M.A., Mount Holyoke
- ROY NEIL SCHANTZ (1967), *Assistant Professor, Department of History*
B.A., Chicago; M.A., Columbia; Ph.D., New York
- RICHARD SCHAEUR (1971), *Instructor, Department of Biology*
B.S., Pittsburgh; M.S., N. C. State
- KARL A. SCHLEUNES (1971), *Associate Professor, Department of History*
B.A., Lakeland; M.A., Ph.D., Minnesota

¹Part-time.

FACULTY

- ¹HOWARD A. SCHNEIDER (1970), *Professor, School of Home Economics, and Professor, Department of Biology*
B.S., M.S., Ph.D., Wisconsin
- ALICE SCHRIVER (1949), *Professor, School of Health, Physical Education and Recreation, Emeritus (1966)*
B.S., M.A., New York; Ed.D., Columbia
- JUEL PIERRE SCHROEDER (1965), *Professor, Department of Chemistry*
B.S., North Dakota; Ph.D., Wisconsin
- ROBERT K. SCHULZ (1971), *Lecturer, Department of German and Russian*
B.A., Florida; M.A., Heidelberg; M.A., Ph.D., Florida State
- LOREN SCHWENINGER (1971), *Instructor, Department of History*
B.A., M.A., Colorado
- MARY ROBERT SEAWELL (1945), *Bibliographer and Reference Librarian, Emeritus (1970)*
B.A., Meredith; B.A. in L.S., U.N.C. at Chapel Hill
- EVALYN F. SEGAL (1969), *Professor, Department of Psychology, and Director, Institute for Child and Family Development*
A.B., Chicago; B.A., Ph.D., Minnesota
- ESTHER SEGNER (1955), *Associate Professor, School of Home Economics, Emeritus (1958)*
B.S., Wisconsin; M.S., Minnesota
- ANNE CHRISTIAN SHAMBURGER (1925), *Assistant Professor, School of Health, Physical Education and Recreation, Emeritus (1968)*
Guilford; Johns Hopkins
- CHIRANJI LAL SHARMA (1963), *Professor, School of Education*
B.A., Agra; M.A., Aligarh; Ph.D., Chicago; Ph.D., London
- RUTH AGNES SHAVER (1937), *Associate Professor, Department of Romance Languages, Emeritus (1966)*
B.A., Ohio Wesleyan; M.A., Columbia
- DAVID HOWARD SHELTON (1965), *Professor and Dean, School of Business and Economics*
B.A., Millsaps; M.A., Ph.D., Ohio State
- LUCILE J. SHEPARD (1969), *Instructor, Department of Biology*
B.S., Syracuse; M.A., U.N.C. at Greensboro
- LYDA GORDON SHIVERS (1933), *Professor, Department of Sociology and Anthropology*
B.A., LL.B., M.A., Mississippi; Ph.D., U.N.C. at Chapel Hill
- SARAH MOORE SHOFFNER (1964), *Research Instructor, School of Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- RICHARD L. SHULL (1969), *Associate Professor, Department of Psychology*
B.A., Brown; Ph.D., Arizona State

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- JEANNETTE DOROTHY SIEVERS (1957), *Assistant Professor, School of Business and Economics, Emeritus (1971)*
B.A., State College of Washington; M.S., Simmons
- EMEVE P. SINGLETARY (1959), *Instructor, School of Home Economics*
B.S.H.E., M.S., U.N.C. at Greensboro
- ¹EDITH V. SLOAN (1966), *Lecturer, Department of Mathematics*
B.A., U.N.C. at Greensboro; M.A., Wake Forest
- ERNESTINE B. SMALL (1967), *Assistant Professor, School of Nursing; and Academic Adviser*
B.S., Tuskegee; M.S., Catholic
- HARMON L. SMITH (1972), *Visiting Lecturer, Department of Religious Studies*
B.A., Millsaps; B.D., Ph.D., Duke
- KENDON RASEY SMITH (1954), *Alumni Professor, Department of Psychology*
B.A., Minnesota; M.A., Ph.D., Princeton
- REBECCA M. SMITH (1958), *Assistant Professor, School of Home Economics*
B.S., M.S., Ph.D., U.N.C. at Greensboro
- ROCH C. SMITH (1970), *Assistant Professor, Department of Romance Languages*
B.A., M.A.T., Florida; M.A., Ph.D., Emory
- TOMMIE LOU SMITH (1951), *Assistant Professor, School of Business and Economics*
B.A., M.A., East Carolina
- THOMAS W. SMYTHE (1970), *Assistant Professor, Department of Philosophy*
B.S.Ed., State University of New York at Brockport; M.A., University of California at Riverside; Ph.D., Michigan
- DAVID SODERQUIST (1968), *Associate Professor, Department of Psychology*
B.S., M.S., Utah State; Ph.D., Vanderbilt
- MARIAN K. SOLLEDER (1966), *Professor, School of Health, Physical Education and Recreation*
B.A., Oberlin; M.A., Iowa; Ph.D., Ohio State
- CHRISTOPHER SPENCER (1970), *Professor, Department of English*
B.A., Princeton; M.A., Ph.D., Yale
- HELEN KNOTT STALEY (1949), *Associate Professor, School of Home Economics*
B.S., M.A., Columbia
- RICHARD L. STALEY (1968), *Instructor, Department of Romance Languages*
B.A., Guilford; M.A., Duke
- LINDA LOUISE STANFIELD (1970), *Instructor, Department of Mathematics*
B.A., M.A., U.N.C. at Greensboro
- E. THOMAS STANFORD (1971), *Assistant Professor, School of Music*
B.S., California at Berkeley; M.M., Southern California

¹Part-time.

FACULTY

- RALPH STARK, JR. (1970), *Assistant Professor, Department of Art*
B.F.A., B.A.E., M.F.A., School of Art Institute of Chicago; Ph.D., Pennsylvania
- ROBERT H. STAVN (1971), *Assistant Professor, Department of Biology*
B.A., San Jose State; M.S., Ph.D., Yale
- JOHN LUTHER STEINMETZ (1961), *Instructor, Department of Mathematics, Emeritus (1968)*
B.S., U. S. Coast Guard Academy; M.A., Duke
- ROBERT OREN STEPHENS (1961), *Professor, Department of English*
B.A., Texas A. and I.; M.A., Ph.D., Texas
- VIRGINIA JONES STEPHENS (1962), *Instructor, Department of Sociology and Anthropology, and Academic Adviser*
B.A., Meredith; M.S.S.W., Texas
- JOHN P. STEWART (1969), *Instructor, Department of Art*
B.F.A., Colorado; M.F.A., California
- PAUL B. STEWART (1970), *Instructor, School of Music*
B.M.E., B.M., Indiana; M.M., Illinois
- ¹MALONE B. STINSON (1968), *Documents Librarian*
B.S., Aurora; M.S. in L.S., U.N.C. at Chapel Hill
- ROBERT RAY STINSON (1966), *Assistant Professor, Department of Romance Languages*
B.A., Lenoir-Rhyne; M.A., Ph.D., U.N.C. at Chapel Hill
- MADELEINE BLAKEY STREET (1930), *Professor, School of Home Economics, Emeritus (1965)*
B.S., William and Mary; M.A., Columbia
- ²TAL STREETER (1972), *Lecturer, Department of Art*
B.F.A., M.F.A., Kansas
- JANE SUMMERELL (1926), *Professor, Department of English, Emeritus (1958)*
B.A., U.N.C. at Greensboro; M.A., Columbia
- SHERON MINICH SUMNER (1966), *Instructor, School of Home Economics*
B.S.H.E., East Carolina; M.S., Ohio State
- ARTHUR L. SVENSON (1967), *Burlington Industries Professor of Economics and Business Administration, School of Business and Economics*
B.A., Montana; M.A., Columbia; Ph.D., New York
- JAMES R. SWIGGETT (1967), *Instructor, School of Health, Physical Education and Recreation*
B.S., High Point; M.Ed., U.N.C. at Greensboro
- ³ALLEN TATE (1971), *Visiting Professor, Department of English*
B.A., Vanderbilt
- ⁴JOANN S. TAYLOR (1969), *Teaching Assistant, School of Education*
B.A., M.Ed., U.N.C. at Greensboro

¹First semester.

²Second semester.

³October 18, 1971-October 30, 1971.

⁴Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- KATHERINE HENRIETTA TAYLOR (1929), *Professor and Dean of Student Services*
B.A., U.N.C. at Greensboro; M.A., Radcliffe
- WILLIAM RAYMOND TAYLOR (1921), *Professor, Department of English, Emeritus (1960)*
B.A., U.N.C. at Chapel Hill; M.A., Harvard
- THOMAS L. TEDFORD (1967), *Professor, Department of Drama and Speech*
B.A., Ouachita; M.A., Ph.D., Louisiana State
- BARBARA A. TERRY (1967), *Assistant Professor, Department of Romance Languages*
B.A., Duke; M.A., Western Reserve; Ph.D., Alabama
- ALICE TETREULT (1969), *Assistant Professor, School of Nursing*
B.S., Pembroke College of Brown University; M.A., Teacher's College of Columbia University; M.P.H., Yale
- JAMES H. THOMPSON (1970), *Director of the Library; and Lecturer, Department of History*
B.A., Southwestern; M.A., Ph.D., U.N.C. at Chapel Hill; M.S. in L.S., Illinois
- ¹JUDY W. THOMPSON (1971), *Teaching Assistant, School of Music*
B.M., U.N.C. at Greensboro
- HELEN ALVERDA THRUSH (1939), *Professor, Department of Art, Emeritus (1969)*
B.F.A., Pennsylvania; M.A., Columbia
- NETTIE SUE TILLET (1924), *Professor, Department of English, Emeritus (1958)*
B.A., Duke; M.A., Columbia
- CHARLES P. R. TISDALE (1967), *Assistant Professor, Department of English; and Master, Residential College*
B.A., University of the South; M.A., Ph.D., Princeton
- ²STELLA TOWNSEND (1971), *Instructor, School of Education*
B.S., Appalachian State; M.Ed., U.N.C. at Greensboro
- ³ALLEN W. TRELEASE (1967), *Professor and Acting Head, Department of History*
B.A., M.A., Illinois; Ph.D., Harvard
- ¹MARILYN G. TRIGG (1971), *Instructor, School of Health, Physical Education and Recreation*
B.A., M.A., Sam Houston State
- ¹JEAN WEBB TROGDON (1964), *Instructor, School of Home Economics*
B.A., Meredith; M.S.H.E., U.N.C. at Greensboro
- VIRGINIA TRUMPER (1922), *Head Serials Librarian, Emeritus (1963)*
Denison; Louisville Public Library Training Class

¹Part-time.

²Part-time, second semester.

³Acting Head, academic year, 1971-72.

FACULTY

- JAMES EWING TUCKER (1959), *Assistant Professor and Curator, Department of Art*
B.F.A., Texas; M.F.A., State University of Iowa
- WILLIAM M. TUCKER (1969), *Assistant Professor, Department of English*
B.A., Wofford; M.A., Vanderbilt
- CATHERINE M. TURNER (1971), *Assistant Professor, School of Nursing*
Ph.B., Siena Heights; B.S.N., M.S.N., Catholic University of America
- ADELE CELESTE ULRICH (1956), *Professor, School of Health, Physical Education and Recreation*
B.S., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill; Ph.D., Southern California
- ELIZABETH C. UMSTEAD (1968), *Associate Professor, School of Health, Physical Education and Recreation*
B.S., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill; M.Ed., Harvard; Ph.D., U.N.C. at Chapel Hill
- CLARENCE HUGO VANSELOW (1964), *Associate Professor, Department of Chemistry*
B.S., M.S., Ph.D., Syracuse
- HAROLD VAN TONGEREN (1971), *Instructor, Department of Art*
B.A., M.F.A., Colorado
- HERBERT EUGENE VAUGHAN, JR. (1948), *Professor; and Finance and Business Assistant*
B.S., Wofford; M.A., Peabody
- ¹ARTURO VIVANTE (1972), *Visiting Lecturer, Department of English*
B.A., McGill; M.D., Rome
- ²REBECCA FREEMAN WAGONER (1967), *Instructor, School of Home Economics*
B.S.H.E., M.S., U.N.C. at Greensboro
- CARRIE LEE WARREN (1966), *Assistant Professor, School of Health, Physical Education and Recreation*
B.S., Louisiana State; M.Ed., Ed.D., Texas
- CHERYL STEVENSON WARREN (1971), *Assistant Circulation Librarian*
B.A., Georgia Southern; M.S. in L.S., U.N.C. at Chapel Hill
- EMILY HOLMES WATKINS (1926), *Professor, Department of Mathematics, Emeritus (1958)*
B.A., Randolph-Macon Woman's College; M.A., Columbia
- JAMES A. WATSON (1970), *Associate Professor, School of Home Economics*
B.S., M.S., Ph.D., Georgia
- ROBERT WINTHROP WATSON (1953), *Professor, Department of English*
B.A., Williams; M.A., Ph.D., Johns Hopkins
- MARVIN E. WEAVER (1968), *Instructor, Department of English*
B.A., M.A., Alabama

¹March 6, 1972-March 18, 1972.

²Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- WALTER L. WEHNER (1969), *Professor, School of Music*
B.M.E., M.M.E., Wichita State; Professional Diploma, Columbia; Ed.D., Kansas
- MICHAEL J. WEINER (1970), *Assistant Professor, Department of Psychology*
B.B.A., City College of New York; Ph.D., State University of New York at Stony Brook
- RICHARD H. WELLER (1971), *Associate Professor, School of Education*
B.A., M.A.T., Ed.D., Harvard
- ROWENA WELLMAN (1943), *Associate Professor, Department of Business Education, Emeritus (1958)*
B.A., Iowa; M.A., Ph.D., Columbia
- HENRY HERBERT WELLS, III (1968), *Assistant Vice Chancellor for Academic Affairs and Professor, Department of Psychology*
B.A., Duke; M.S., Ph.D., Yale
- FRANK L. WHALEY, JR. (1969), *Assistant Professor, Department of Drama and Speech*
B.A., Northern Iowa; M.A., State University of Iowa
- SHIRLEY BLUE WHITAKER (1960), *Associate Professor, Department of Romance Languages*
B.A., M.A., Duke; Ph.D., U.N.C. at Chapel Hill
- ESTHER BOYD WHITE (1957), *Assistant Professor, School of Health, Physical Education and Recreation*
B.A., Arkansas A. and M.; M.S., Louisiana State; M.P.H., U.N.C. at Chapel Hill; Ed.D., Louisiana State
- JOSIE NANCE WHITE (1951), *Associate Professor, School of Home Economics*
B.A., U.N.C. at Greensboro; M.Ed., U.N.C. at Chapel Hill; Ph.D., U.N.C. at Greensboro
- RICHARD T. WHITLOCK (1967), *Associate Professor, Department of Physics*
B.S., Capital; M.S., Ph.D., Western Reserve
- VELMA LOUISE WHITLOCK (1944), *Associate Professor, School of Business and Economics*
B.S., Oregon State; M.S., Tennessee
- A. HEATH WHITTLE, JR. (1971), *Assistant Professor, School of Health, Physical Education and Recreation*
B.A., M.A.T., U.N.C. at Chapel Hill; Ph.D., Florida State
- CAM H. WICKHAM (1970), *Lecturer, School of Business and Economics*
B.A., Sacramento State; M.A., Oregon
- H. GLENN WILLIAMS, JR. (1969), *Instructor, Department of English*
B.S., Southwestern at Memphis; M.A., Tennessee
- J. KENT WILLIAMS (1970), *Instructor, School of Music*
B.M.E., M.M., Indiana
- MAUDE FERRELL WILLIAMS (1927), *Associate Professor, Department of Biology, Emeritus (1962)*
B.A., M.S., Ph.D., Illinois

FACULTY

- MOZELLE WILLIAMS (1966), *Instructor, School of Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- ROBERTA S. WILLIAMS (1969), *Assistant Serials Librarian*
B.A., Longwood; M.A., U.N.C. at Chapel Hill; M.S. in L.S., Denver
- SUE VERNON WILLIAMS (1926), *Head Reference Librarian, Emeritus (1963)*
B.A., M.A., Randolph-Macon Woman's College; Certificate, Carnegie Library School, Atlanta
- G. DEE WILLIS (1970), *Lecturer, School of Business and Economics*
B.B.A., Memphis State; M.B.A., Alabama; C.P.A., State of Tennessee
- ¹GEORGE P. WILSON (1927), *Professor, Department of English, Emeritus (1956)*
B.A., U.N.C. at Chapel Hill; M.A., Columbia
- JAMES F. WILSON (1964), *Professor, Department of Biology*
B.S., Southern Illinois; M.S., Iowa State; Ph.D., Stanford
- ²LOUISE L. WILSON (1971), *Instructor, School of Home Economics*
B.S.H.E., M.H.S.E., U.N.C. at Greensboro
- JAMES I. WIMSATT (1966), *Professor, Department of English*
B.A., Michigan; M.A., Wayne State; Ph.D., Duke
- DOUGLAS M. WINDHAM (1969), *Associate Professor, School of Business and Economics*
B.A., M.A., Ph.D., Florida State
- ROBERT LEE WOLF (1971), *Instructor, School of Home Economics*
B.S., Southern Illinois; M.S., Missouri
- CHRISTA J. WOODS (1971), *Instructor, Department of Drama and Speech*
B.S., Purdue; M.A., Texas
- LENOIR CHAMBERS WRIGHT (1953), *Professor, Department of History and Department of Political Science*
B.A., U.N.C. at Chapel Hill; B.A., M.A., Oxford; LL.B., Harvard; M.A., Ph.D., Columbia
- ³JONATHAN YARDLEY (1972), *Lecturer, Department of English*
B.A., U.N.C. at Chapel Hill

ACADEMIC ADVISERS

- BERT A. GOLDMAN, B.A., M.Ed., Ed.D., *Dean of Academic Advising*
- DOROTHY DARNELL, B.S.S.A., M.Ed.
- MARGUERITE FELTON, B.S., M.A.
- ²MARGERY D. IREY, B.S., M.A.
- MARY LOUISE McDONALD, B.A., M.A.
- PATRICIA E. PARDUE, B.A., M.A.
- DONALD RUSSELL, B.A., Ed.M., Ed.D.
- ERNESTINE B. SMALL, B.S., M.S.
- RICHARD W. ST. PIERRE, B.S., M.S.P.H.
- VIRGINIA J. STEPHENS, B.A., M.S.S.W.

¹Deceased February 28, 1972.

²Part-time.

³Part-time, second semester.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

CONTINUING EDUCATION GUIDANCE CENTER

DOROTHY JEAN EASON (1968), *Director*

B.A., M.A., Missouri

¹ELEANOR BENNETT (1971), *Staff Assistant*

B.S., Elizabeth City State

¹JUDITH R. HYMAN (1970), *Staff Assistant*

B.A., U.N.C. at Greensboro

¹ALICE F. ISAACSON (1971), *Staff Assistant*

B.A., Goucher

¹JANIS NEWTON (1970), *Staff Assistant*

B.F.A., Rhode Island School of Design; M.Ed., U.N.C. at Greensboro

¹CAROL L. STONEBURNER (1970), *Staff Assistant*

B.A., Drew

¹KATE D. WEAVER (1970), *Staff Assistant*

B.A., Wake Forest

¹BARBARA B. WEISS (1970), *Staff Assistant*

A.B.Ed., Michigan; M.Ed., U.N.C. at Greensboro

COUNSELING AND TESTING CENTER

¹JOHN A. EDWARDS (1966), *Director and Counselor*

B.A., Davidson; M.A., U.N.C. at Chapel Hill; Ph.D., Tennessee

LAWRENCE E. SYKES (1966), *Vocational Counselor*

B.A., Elon; M.Ed., U.N.C. at Greensboro

¹RICHARD W. WILLIS (1969), *Counselor*

B.A., U.N.C. at Chapel Hill; M.A., South Carolina; Ph.D., Tennessee

COUNSELORS IN RESIDENCE HALLS

MARGARITE ARRIGHI (1971), *Moore Hall*

B.S., Westhampton; M.A., University of Maryland

CAROLYN ATWATER (1966), *Shaw Hall*

B.A., U.N.C. at Greensboro

EDNA BLOOM (1969), *Cotten*

ELIZABETH CALHOUN (1967), *Strong Hall*

DOROTHY CONRAD (1969), *Ragsdale Hall*

RUTH CORNELL (1961), *Weil Hall*

B.S., Mansfield

LILLIAN FLEAGLE (1968), *Hawkins Hall*

EMMA LEE GROOME (1970), *Reynolds Hall*

B.S.H.E., U.N.C. at Greensboro

¹Part-time.

FACULTY

JOSEPHINE GROSS (1963), *Mendenhall*

NANCY HOOPER (1971), *Moore Hall*
B.S., Georgia College

¹ANNE KOONCE (1971), *Winfield*
B.A., Winthrop College

CHARLIE LEWCHALERMWONG (1971), *Phillips Hall*
B.S., Chiang Mai, Thailand

BRENDA MADDEN (1971), *Guilford Hall*
B.A., U.N.C. at Greensboro; M.A., U.N.C. at Greensboro

ALBERT MADDEN (1971), *Guilford Hall*
A.B., U.N.C. at Greensboro

MILDRED MARTIN (1967), *North Spencer Hall*

KATHERINE MARSH (1971), *Bailey Hall*

ODESSA MCGWIER (1963), *Kiser Hall*

PEGGIE NORRIS (1970), *Gray Hall*

JOHNNY SELF (1968), *Reynolds Hall*

LONA STANLEY (1971), *Jamison Hall*

STELLA TAYLOR (1970), *Coit Hall*

JO RAINEY TISDALE (1971), *Mary Foust*
B.A., Mary Washington

NELLIE ELIZABETH WATLINGTON (1965), *Grogan Hall*
B.A., U.N.C. at Greensboro

MABEL WELLS (1968), *Cone Hall*

EVA WIGGINS (1970), *South Spencer*

HEAD START PROGRAM

WILLIAM L. BURNETT (1967), *State Training Officer*
B.A., Guilford; M.Ed., Ph.D., U.N.C. at Greensboro

RACHEL T. FESMIRE (1967), *Director, Training Program*
B.S., Appalachian State Teachers; M.S.H.E., U.N.C. at Greensboro

ROBERT BENTON (1971), *Associate State Training Officer*
B.A., North Carolina University at Durham

GRACE G. GIST (1967), *Curriculum Materials Specialist, Head Start Training Program*
B.A., Bennett

¹Resigned January 31, 1972.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

ELIZABETH W. PICKARD (1967), *Associate Project Director, Head Start Training Program*
B.S., M.Ed., U.N.C. at Greensboro

PHYLLIS W. ROLLINSON (1969), *Group Leader-Follow-Up, Head Start Training Program*
B.S., New Hampshire; M.S., U.N.C. at Greensboro

EDWARD R. SHERMAN (1970), *Assistant Director-Field Services, Head Start Training Program*
B.A., McKendree; M.Ed., Illinois

PATRICIA STAPLETON (1968), *Group Leader-Follow-Up, Head Start Training Program*
B.R.E., Richmond School of Christian Education

CLAUDIA WARREN (1970), *Group Leader-Follow-Up, Head Start Training Program*
B.S., Winston-Salem State

MARY S. WORKMAN (1971), *Associate State Training Officer, Head Start Training Program*
B.A., Duke; M.S.S.W., University of Tennessee

INSTITUTE FOR CHILD AND FAMILY DEVELOPMENT

EVALYN F. SEGAL (1969), *Director*
A.B., Chicago; B.A., Ph.D., Minnesota

ROBERT J. JONES (1971), *Assistant Director*
B.A., M.A., Ph.D., Southern Illinois

MARY ELIZABETH KEISTER (1965), *Research Associate*
B.S., U.N.C. at Greensboro; M.A., State University of Iowa; Ph.D., Chicago

ELIZABETH H. BUSICK (1971), *Director of Kindergarten*
B.S., M.S., U.N.C. at Greensboro

Demonstration Project: Group Care of Infants

MARY ELIZABETH KEISTER (1965), *Director*
B.S., U.N.C. at Greensboro; M.A., State University of Iowa; Ph.D., Chicago

¹AURELIA C. MAZYCK (1967), *Director, Demonstration Nursery Center*
B.S., Howard; M.A., New York

LANE N. HARRIS (1970), *Nurse-Teacher, Demonstration Nursery Center*
Associate in Applied Science, U.N.C. at Greensboro

MELBA ANN HAWKINS (1970), *Teacher of Two- and Three-Year-Olds, and Assistant Director of Demonstration Nursery Center*
B.S.H.E., Mars Hill; M.S.H.E., U.N.C. at Greensboro

¹Part-time.

FACULTY

NON-PROFESSIONAL LIBRARY STAFF

- PAULINE B. BENNETT (1971), *Library Assistant, Catalog Department*
A.F.A., Virginia Commonwealth University
- RUTH CHAPEL BLUE (1960), *Library Assistant, Acquisitions Department*
B.A., U.N.C. at Greensboro
- CORA ELIZABETH BREEDLOVE (1969), *Library Assistant, Catalog Department*
A.A., North Florida Junior College
- ROBERT GREGORY DAVIDSON (1971), *Library Assistant, Circulation Department*
B.A., Slippery Rock State; M.F.A., U.N.C. at Greensboro
- RONALD WAYNE DUEHR (1971), *Library Assistant, Documents Department*
U.N.C. at Chapel Hill
- ELLA ROSS HALE (1966), *Library Assistant, Documents Department*
B.A., U.N.C. at Greensboro
- HARRIET BATTLE HOLDER (1965), *Library Assistant, Acquisitions Department*
U.N.C. at Greensboro
- SHIRLEY C. HOWELL (1971), *Typist, Acquisitions Department*
- MODGIE ENZLOW JEFFERS (1972), *Library Assistant, Reserve Department*
B.A., Bennett College
- PHILLIP TERRY JONES (1972), *Library Assistant, Circulation Department*
U.N.C. at Greensboro
- JOANNA ENNIS KEAN (1971), *Library Assistant, Circulation Department*
B.A., East Carolina
- LUCILE HORNE KURFIRST (1968), *Library Assistant, Circulation Department*
B.A., Greensboro; M.A., George Peabody College for Teachers
- VIRGINIA RAY LEGARE (1971), *Library Assistant, Acquisitions Department*
B.A., U.N.C. at Chapel Hill
- MARY WALKER MALLISON (1953), *Library Assistant, Acquisitions Department*
- CAROLE NICHOLSON MATTHEWS (1971), *Library Assistant, Circulation Department*
B.A., Duke
- SHARON I. MEYER (1971), *Library Assistant, Serials Department*
B.A., U.N.C. at Greensboro
- LOIS STEVENSON MILLER (1970), *Library Assistant, Catalog Department*
B.A., M.Ed., U.N.C. at Greensboro
- ELEANOR ECHOLS MILLS (1966), *Library Assistant, Catalog Department*
B.A., U.N.C. at Greensboro
- MIRANDA LYON MOORE (1971), *Library Assistant, Serials Department*
- KARA SUE MURRAY (1970), *Library Assistant, Acquisitions Department*
B.S., Wake Forest

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

CATHERYNE PEATROSS POLLACK, *Stenographer, Administrative Offices*
Lees-McRae College

RITA E. PROUTY (1971), *Library Assistant, Reserve Department*
Nebraska

FRANCIA WHITE RUBIO (1972), *Library Assistant, Serials Department*
B.A., Wake Forest

TUCKER MEYER SCHECTER (1971), *Library Assistant, Reference Department*
B.A., U.N.C. at Greensboro

JOAN C. SHARPE (1970), *Library Assistant, Serials Department*
B.A., U.N.C. at Greensboro

SARA H. SMITH (1968), *Library Assistant, Catalog Department*
B.A. in L.S., U.N.C. at Greensboro

VIRGINIA MILLSAPS SMITH (1964), *Library Assistant, Catalog Department*
Mitchell College

VIRGINIA C. SWANSON (1969), *Library Assistant, Acquisitions Department*

MARY ELIZABETH WARLICK (1972), *Library Assistant, Catalog Department*
B.F.A., U.N.C. at Greensboro

ELIZABETH FERGUSON WESSELHOFT (1972), *Library Assistant, Circulation Department*
B.A., U.N.C. at Greensboro

ETHEL STOUT WINCHESTER (1965), *Library Assistant, Catalog Department*
B.M., Greensboro

TEENAGE PROJECT

¹ISABELLE R. POWELL (1969), *Head Teacher*
B.S., Mansfield Teachers

BARBARA C. CARTER (1971), *Teacher*
B.A., U.N.C. at Greensboro

PAMELA C. LAMBE (1971), *Teacher*
B.S.H.E., M.Ed., U.N.C. at Greensboro

JOHN RANDOLPH MARTIN (1971), *Teacher*
B.A., U.N.C. at Greensboro

¹EUGENE S. SHOFFNER (1970), *Men's Program Coordinator*

MARGARET W. SPENCE (1969), *Assistant Head Teacher*
B.A., Greensboro

SPECIAL SERVICES PROJECT FOR THE DEVELOPMENT OF ACADEMIC SKILLS

ERNEST GRIFFIN (1970), *Director*
B.S., A. & T. State

JAMES HARRINGTON (1970), *Vocational Counselor*
B.S., A. & T. State

CAROLYN S. KROPP (1971), *Director of Writing Clinic*
B.A., M.A., Pittsburgh

BERNICE L. STADIEM (1970), *Director of Reading Clinic*
B.A., U.N.C. at Greensboro; M.A., Teachers College, Columbia

¹Part-time.

FACULTY

UPWARD BOUND PROJECT

ARTHUR N. ALDERMAN (1969), *Director*
B.A., Stetson

ALFONSO E. GORE (1967), *Co-Director*
B.A., Blue Field State; M.A., West Virginia; Ed.D., Boston

ETHEL R. WALLACE (1970), *Program Assistant*
B.S., A. & T. State

OTHER STAFF

ROY F. ALEXANDER (1960), *Chief of Police*

RUTH W. ALEXANDER (1970), *Assistant to Director, Admissions*
B.S.Ed., M.A.Ed., Western Carolina

LOUIS LYNN ALLISON (1951), *Buildings Superintendent*

WILLIAM ALSPAUGH (1957), *Television Producer Director*

H. MARK ALTVATER (1972), *Consulting Engineer*
B.M.E., North Carolina State University

GERTRUDE ATKINS (1964), *Editor, Alumni News, and Editor, Newsletter*
B.A., U.N.C. at Chapel Hill; M.F.A., U.N.C. at Greensboro

ALAN G. ATWELL (1969), *Associate Director, Admissions*
B.A., Guilford; M.Ed., U.N.C. at Greensboro

CHARLES D. BARBOUR (1963), *Data Processing Manager, Computer Center*

CHARLES OWEN BELL (1959), *Superintendent of Landscaping and Grounds*
B.S., Ohio State

OWEN BISHOP (1969), *Assistant Director, News Bureau*
B.A., U.N.C. at Chapel Hill

HENRIETTA LEE D. BLACKMAN (1970), *Assistant to the Director of Admissions*
B.A., Auburn

JAMES W. BLEVINS (1972), *Director of Security Services*
B.S., Campbell

ELIZABETH BOOKER (1944), *Administrative Secretary, Office of the Dean of Academic Advising*
B.S.S.A., U.N.C. at Greensboro

BOBBIE R. BOYLES (1965), *Security Officer, Chinqua-Penn Plantation House*

PATSY M. BRAXTON (1971), *Assistant Director of Student Aid*
B.A., Guilford; M.S., Old Dominion

MAZIE B. BULLARD (1958), *Personnel Technician, Business Office*
C.C., U.N.C. at Greensboro

¹F. DUDLEY CHAFFEE (1965), *Consulting Engineer*
B.S., Worcester Polytechnic Institute

¹Retired July 1, 1972.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- ELIZABETH PERRIN COLLINS (1961), *Assistant Registrar*
B.S., Alabama State College for Women; M.Ed., U.N.C. at Greensboro
- EVON WELCH DEAN (1942), *Administrative Secretary, Office of Director of Development*
C.C., U.N.C. at Greensboro
- CHARLES A. EDINGTON (1971), *Assistant Director of Admissions*
B.S., U.N.C. at Greensboro
- ELAINE TERESA FULLER (1971), *Assistant to Dean of Students*
B.A., M.A., Wake Forest
- GRISELLE COOPER GHOLSON (1968), *Planning Specialist—Continuing Education for Adults, Extension Office*
B.A., U.N.C. at Greensboro
- M. OPHELIA HILDRETH (1969), *Assistant Director, Admissions*
B.S., Appalachian State Teachers; M.Ed., U.N.C. at Greensboro
- DUANE KING (1967), *Electronics Technician, Electronics Maintenance Center*
- ¹JORETTA K. KLEPFER (1969), *Assistant, Computer Center*
B.A., U.N.C. at Greensboro
- WALTER LIEBSCHER (1965), *Manager, Chinqua-Penn Plantation House*
- ROBERT L. LOWE (1971), *Accountant, Business Office*
A.B., Elon
- EDITH INEZ MCCAIN (1966), *Assistant, Residence Halls*
- DAVID B. McDONALD (1970), *Assistant Director of Development*
B.A., U.N.C. at Greensboro
- SYBIL M. MCKINNEY (1968), *Administrative Secretary, Office of the College of Arts and Sciences*
Rice Business College
- BRENDA KAY MEADOWS (1968), *Assistant Director of Alumni Affairs*
B.A., U.N.C. at Greensboro
- CLARA M. MEYERS (1961), *Assistant, Residence Halls*
- BOBBIE C. MINTON (1957), *Assistant to Director of Admissions*
B.A., U.N.C. at Greensboro
- ¹PHILLIP MYERS-REID (1967), *Manager of Aycock Auditorium*
Diploma, London University
- MARY OSBORNE (1969), *Assistant, Residence Halls*
- PAULA A. OSBORNE (1960), *Administrative Assistant, Office of the Vice Chancellor for Academic Affairs*
C.C., U.N.C. at Greensboro
- ¹CLAIRE B. PARRISH (1971), *Accompanist, School of Health, Physical Education and Recreation*
B.M., M.M., U.N.C. at Greensboro

¹Part-time.

FACULTY

- CHARLES P. ROBERTS (1969), *Accountant, Business Office*
- GERALD RAY RUMSEY (1954), *Plant Engineer*
- JO ANN C. SAUNDERS (1971), *Head Nurse, Gove Health Center*
R.N., Anderson Memorial Hospital
- ELIZABETH S. SELLARS (1958), *Administrative Secretary, School of Education*
Secretarial Certificate, Miss Conklin's School, New York
- RUTHE SHAFER (1942), *Cashier*
B.A., U.N.C. at Greensboro
- JACK W. SIMPSON (1971), *Electronics Technician, Electronics Maintenance Center*
- CHARLES W. TALLEY (1965), *Superintendent of Grounds, Chinqua-Penn Plantation*
- LOUISE GREEN WARDEN (1956), *Administrative Secretary, Business Office*
- TERRELL WEAVER (1963), *Assistant to Director, Elliott Hall*
B.S.S.A., U.N.C. at Greensboro
- RONALD E. WILSON (1970), *Payroll Supervisor*
- JANET S. WOLFE (1961), *Administrative Assistant, Office of Vice Chancellor for Graduate Studies*
B.A., Syracuse
- HELEN PENTECOST YODER (1954), *Administrative Assistant, Office of the Chancellor*
- EMIL W. YOUNG (1954), *Director of Television*

FACULTY COMMITTEES (1971-1972)

I. ELECTED

Academic Policies

James Ferguson—Chairman; Elizabeth Barineau (1972); Clifton Clark (1972); Boyd Collier (1974); Bruce Eberhart (1973); John Kennedy (Appointed); Stanley Jones (Appointed); Roland Nelson (1974); Kendon Smith (1972); Robert Stephens (1973); Katherine Taylor (Appointed); James Thompson (1974); Allen Trelease (1973).

Curriculum

Rosemary McGee (1973)—Chairman; David Batcheller (1973); Richard Cox (1972); Marguerite Felton (1974); Harriet Kupferer (1973); Edward McCrady (1974); Robert Rosthal (1972); Donald Russell (1972); Lenoir Wright (1974). *Ex officio members*: Stanley Jones; Hoyt Price.

¹Part-time.

Due Process

Vance Littlejohn (1974)—Chairman; Elizabeth Barineau (1972); Rosemary McGee (1975); Juel Schroeder (1973); Kendon Smith (1976).

II. APPOINTED

Academic Appeals

Bert Goldman—Chairman, *ex officio*; Robert Darnell; Richard Dixon; George Grill; Elizabeth Holder; Ernestine Small. *Other ex officio members*: Shirley Flynn; Hoyt Price.

Academic Progress of Students

Bert Goldman—Chairman, *ex officio*; Eleanor Browning; Jane Mitchell; Charlotte Perkins; Roy Schantz; Rebecca Smith. *Other ex officio members*: Robert Miller; Hoyt Price; Herbert Wells. Students: Ernestine Davis, Jean Lassater.

Admission Policies

Richard Whitlock—Chairman; Jean Gordon; Russell Harter; Louis Karmel; Robert Stephens; Walter Wehner. *Ex officio members*: Bert Goldman; Richard Loester; Herbert Wells. Students: Brenda Adams, Wendy Formo.

Advisory Committee for the Continuing Education Center

Naomi Albanese—Chairman; Lois Edinger; Margaret Hunt; Margaret Klemer; Richard Loester; Doris McKinney; Margaret Moore; Mereb Mossman; Roland Nelson; David Shelton. *Ex officio members*: Joseph Bryson; Jean Eason; Stanley Jones; John Kennedy; Barbara Parrish.

Buildings and Grounds

James Thompson—Chairman; Robert Eason; James Helgeson; Margaret Moore; Walter Puterbaugh; David Shelton; James Tucker. *Ex officio members*: Henry Ferguson; Nestus Gurley; Stanley Jones. Students: Camille Galarde; Barbara Sipe.

Calendar and Scheduling

Hoyt Price—Chairman, *ex officio*; Gordon Bennett; Charles Church; Sherri Forrester; Elizabeth Holder; Ernest Lee; Thomas Tedford. *Other ex officio members*: Herbert Fred; John Kennedy; Herbert Wells. Students: Cathy Barnes; Roberta Gose; Wilhemina Horney; Jerry Nelms.

FACULTY

Campus Security

Eddie Bass; Donald Darnell; James Hagood; Rosemary McGee; Johnnie Self. *Ex officio member*: James Allen. Students: Jody Kinlaw—Chairman; Judy Arnn; Beth Keever; Ann Hardy.

Campus Stores

Russell Harter—Chairman; Murray Arndt; Grace Farrior; Herbert Hendrickson; Robert Rosthal. *Ex officio member*: Henry Ferguson. Students: Doug Harris; Betsy Miller; Nancy New.

Catalog and Recruitment Publications

Hoyt Price—Chairman, *ex officio*; James Jarrell; Robert Miller; Juel Schroeder; Tommie Lou Smith; Robert Stinson. *Other ex officio members*: George Hamer; Richard Loester.

Commencement

Clarence Shipton—Chairman; Helen Canaday; Katherine Eskey; Phillip Myers-Reid; Robin Pratt; Clarence Vanselow. *Ex officio members*: James Allen; Stanley Jones; John Kennedy; Vance Littlejohn; Barbara Parrish; Hoyt Price. Students: Jenny Hubbard; Martha Lowrance; Patty Potter.

Committee on Committees

James Atkinson—Chairman; Laura Anderton; Susan Barksdale; Richard Klemer; Thomas Smythe.

Computer Science

Gail Hennis—Chairman; John Busch; Margaret Campbell; Kay Edwards; John Graves; Arthur Hunkins; Vance Littlejohn; David McAllister; Robert Muir; David Pratto; Dee Willis. *Ex officio members*: Roscoe Allen; Hoyt Price; Leon Sartin.

Elections

Converse Clowse—Chairman; Jessie Peden; David Soderquist. (Margaret Klemer; Aden Magee, Associates.)

Harriet Elliott Lectures

Lenoir Wright—Chairman; James Cooley; Craig Dozier; Joseph Himes; Thomas Leary; David Olson; Eugene Pfaff. *Ex officio member*: Katherine Taylor. Students: Sarah Brison; Lisa Cole; Linda Cweiber; Sandra Gilmore; Martha Gravett; Ann Hailey; Ramona Hutton; James Lancaster; Tracy Morrison; Penelope Muse; Maria Sanchez-Boudy; Larry Williamson.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Equal Employment Opportunity and Intergroup Relations

Dwight Clark—Chairman; Warren Ashby; Mazie Bullard; Stanley Hicks; Doris McKinney; Evon McNair; Paula Osborne; Katherine Taylor.

Faculty Government

Margaret Hunt—Chairman; Warren Ashby; Boyd Collier; Elizabeth Cowling; Wallace Phillips; David Shelton.

Faculty Scholarship

Marian Franklin—Chairman; Dean Fadely; Virginia Gangstad; Frank Hammond; Doris McKinney; Sharon Sumner.

Faculty Welfare

Amy Charles—Chairman; William Bates; Joseph Johnson; Thomas Tedford. *Ex officio member*: Henry Ferguson.

Fulbright Student Applicants

Anne Baecker—Chairman; James Ellis; Joseph Himes; Kendon Smith; Barbara Terry; Elizabeth Umstead. *Ex officio members*: James Allen; Bert Goldman.

Gardner Award

Eloise Lewis—Chairman; Elisabeth Bowles; Mary Dickey; Mathilde Hardaway; Arthur Svenson; Charles Tisdale.

Graduate Administrative Board

John Kennedy—Chairman, *ex officio*; Gilbert Carpenter; Dwight Clark; Eunice Deemer; Robert Eason; Bruce Eberhart; Herbert Fred; Stanley Jones; William Lane; Ethel Lawther; Vance Littlejohn; Robert Miller; George McSpadden; Allen Trelease.

Health Information

Marian Solleder—Chairman; James Allen; Murray Arndt; Shirley Flynn; Shelly Jones; William McRae; Mariana Newton; Clarence Shipton. Students: Susan Houck; Emily Peele; Bethanne Pittman.

Honorary Degrees

William Noland, Chairman; Laura Anderton; Claude Chauvigné; Norman Farrow; Kendon Smith.

Honors Council

Herbert Wells—Chairman; Jean Buchert; Elaine Burgess; Robert Calhoon; David Knight; Benjamin Ladner; Ernest Lee; Gerald Meisner; Mereb Mossman; Robert Newton; James Thompson; Celeste Ulrich; Nancy White.

FACULTY

International Studies

Lenoir Wright—Chairman; David Bennett; Claude Chauvigné; Thomas Leary; Ronald McIrvin; David MacKenzie; David Meyers; Frederick Rener; Chiranji Sharma. Students: Lisa Cole; Ann Hailey; Penelope Muse; Betty Wolfe.

Jefferson Standard Scholarships

Eleanor Morris—Chairman, *ex officio*; Elizabeth Barineau; Marguerite Felton; Gail Hennis; Robert Wolf. *Other ex officio member*: Richard Loester.

Latin American Studies

Ronald McIrvin—Chairman; José Almeida; Craig Dozier; Donald Jud; Ramiro Lagos; George McSpadden; Stephen Mohler; Joseph Mountjoy; Franklin Parker; Charles Prysby; Thomas Stanford; Cam Wickham. Students: Pam Deweese; Linda McCanless.

Library

William Lane—Chairman; Eddie Bass; Elaine Burgess; Frances Johnson; Francis McCormack; Mary Miller; William Reed; Allen Trelease; Shirley Whitaker. *Ex officio members*: John Kennedy; James Thompson.

J. Spencer Love Scholarships

Lawrence Hart—Chairman; David Batcheller; Joan Gregory; *Ex officio members*: Richard Loester; Eleanor Morris.

Men's Intercollegiate Athletics

Walter Puterbaugh—Chairman; Robert Bernhardt; Joseph Bryson; Hal Funk; Paul Lutz. *Ex officio members*: William McRae; James Swiggett.

Performing Artist Series

Katherine Taylor—Chairman; Thomas Behm; Lawrence Hart; Virginia Moomaw.

Piney Lake Recreation Center

William Kingsbury—Chairman; Hal Funk; Herbert Hendrickson; Patricia Hielscher; Rebecca Holland; Clarence Vanselow. *Ex officio members*: James Allen; Ethel Lawther. Students: Ellen Margolis; Kathleen Williams.

Pre-Professional Education for Medicine

John Graves—Chairman; Clifton Clark; Sunnan Kubose; Edward McCrady; Ernestine Small. *Ex officio member*: William McRae.

Refund

James Ellis—Chairman; Floyd Earle; Tommie Lou Smith; Elizabeth Umstead. *Ex officio members*: Lois Edinger; Bert Goldman; Leon Sartin. Student: Marilyn Morris.

Registration

Hoyt Price—Chairman; Roscoe Allen; Bert Goldman; Richard Loester; Robert Miller; Paula Osborne; Leon Sartin; Clarence Shipton; Herbert Wells; Janet Wolfe.

Research Council

John Kennedy—Chairman, *ex officio*; Aaron Brownstein; Dale Brubaker; Randolph Bulgin; Gilbert Carpenter; Richard Klemer; Robert Miller; Rafael Osuna; Frank Pleasants; James Wilson; Douglas Windham. *Other ex officio member*: James Thompson.

Residential College

Warren Ashby—Chairman; L. L. Allison; Dottie Bolling; C. Bob Clark; Ralph Hill; Rosemary McGee; Robert Miller; Mary Osborne; Clarence Shipton; Charles Tisdale; Jo Rainey Tisdale; Everett Wilkinson. *Students*: Maureen Cahill; Alix Hitchcock.

Reynolds Scholarships

Eleanor Morris—Chairman, *ex officio*; Elizabeth Barineau; Marguerite Felton; Gail Hennis; Robert Wolf. *Other ex officio member*: Richard Loester.

Scholarships and Student Aid

Elisha Rallings—Chairman; John Formby; June Galloway; Stanley Hicks; Mary Hunter; John Jezorek; Charles Tisdale. *Ex officio members*: Bert Goldman; George Hamer; Richard Loester; Eleanor Morris. Students: Ann Perry; Nancy Schuster.

Social

Katherine Taylor—Chairman; Elizabeth Holder; Barbara Parrish.

Special Examinations

Bert Goldman—Chairman, *ex officio*; Elisabeth Bowles; Eleanor Browning; John Formby; Gaylord Hageseth; James Helgeson.

Summer Session Council

Herbert Fred—Chairman; James Allen; Henry Ferguson; Bert Goldman; Joan Gregory; Stanley Jones; John Kennedy; William Lane; Ethel Lawther; Louise Lowe; Paul Lutz; Robert Miller; Robert O'Kane; Hoyt Price; David Shelton; James Thompson.

FACULTY

Teacher Education Council

Robert O'Kane—Chairman; Stanley Jones—Vice Chairman; June Galloway; Jean Gordon; Joan Gregory; Mildred Johnson; William Lane; Vance Littlejohn; William Love; Ernest Lumsden; Edward McCrady; Fritz Mengert; Robert Miller; Thomas Tedford; Walter Wehner; Richard Weller; Nancy White. *Ex officio members*: Lois Edinger; Bert Goldman; John Kennedy. Students: Glyn Connaly; Debbie Ziemann.

Television Programming

Arthur Hunkins—Chairman; Dean Fadely; Jean Gordon; Walter Hagaman; Anna Reardon; Eugene Sarver. *Ex officio members*: Joseph Bryson; George Hamer; John Kennedy; Emil Young.

Traffic

Clarence Shipton—Chairman; Gordon Bennett; Shirley Flynn; Elizabeth Newland; Evalyn Segal; James Tucker; Herbert Wells. Students: Howard Martin; Jerry Nelms; Nancy New; Alice Johnston; Hervey Ashe.

Weil Fellowship

Margaret Saunders—Chairman; Jean Buchert; Ben Edwards; Rosemary McGee. *Ex officio member*: Bert Goldman.

INDEX

	PAGE		PAGE
Absences	145	Bachelor of Science in	
Academic advisers	134, 337	Home Economics degree	107
Academic Appeals Committee ..	134	Bachelor of Science in Medical	
Academic regulations	134	Technology degree	88
Academic suspension, removal of	141	Biology, Department of	162
Accounting, (Department of) .	151	Board of Governors	300
Accreditation and		Board plans	32
membership	13, 76	Buildings and grounds	15
Administration and Management		Business and Economics,	
Science, Department of	151	School of	92
Admission	20	Business Administration, see	
to the University	20	Administration and Manage-	
early decision	21	ment Science	
former students	24	Business Education,	
freshman class	22	Department of	166
general information	20	Calendar, University	3
special examination	21	Certification, teacher	97
transfer students	23	Change in course	135
undergraduate curricula	20	Chemistry, Department of	170
Adult Students, Office for	26	Child development sequence ...	109
Advanced placement	22	Child and Family Development	
Advisers, see Academic Advisers		Institute	112, 340
Alumni Association	18	Class attendance regulations ..	145
Anthropology, courses in	292	Class, required number of	
Application fee	21	students for	150
Arabic	286	Classical Civilization,	
Art, Department of	154	Department of	175
Art Gallery	17	Classification of students	136
Arts and Sciences, College of ..	82	Clothing and textiles sequence .	111
degree requirements	85	College of Arts and Sciences ..	82
rationale	83	College, The Residential	129
study plans	87	College Work-Study Program .	55
Asian studies	126	Committees of the faculty	345
Attendance, class	145	Continuing Education Child	
Auditing courses	136	Care Program	62
Automobile regulations	60	Continuing Education Guidance	
Bachelor of Arts degree		Center	339
Arts and Sciences, College of	85	Counseling and Testing	
Business and Economics,		Center	61, 134, 338
School of	93	Counselors in residence halls ..	338
Education, School of	98	Course, auditing	136
Music, School of	115	change	135
Bachelor of Fine Arts degree		examinations	142
art	90	load	135
dance	105	work	137
drama	91	Credit, correspondence	142
Bachelor of Music degree	116	extension	142
Bachelor of Science degree		summer session	141
Arts and Sciences, College of	88	transfer	142
Business and Economics,		Credits	135
School of	94	Curriculum option, special	79
Health, Physical Education,		Dance Company, University ...	70
and Recreation, School of .	100	Dean's List	141
Nursing, School of	119	Deficiencies, entrance	137

INDEX

	PAGE		PAGE
Degrees, conferred in 1971	298	requirements	146
general information	76	residence requirements	146
general requirements for	76	time requirements	146
kinds granted 13,	76	Greek, courses in	176
second baccalaureate	147	Head Start Program	339
Deposit, enrollment 21,	32	Health, courses in	213
Description of courses	150	Health Education, sequences in	103
Development Office	18	Health service	60
Disruptive Conduct Policy	63	Health, Physical Education, and	
Drama and Speech,		Recreation, School of	99
Department of	178	History of the University	12
Dropping courses	135	History, Department of	225
Dual registration, graduate		Home Economics, courses in . .	234
and undergraduate	147	sequences in	106
Early Childhood Education	98, 123	Foundation	112
Economics, Department of	188	School of	106
Education, courses in	192	Home Economics Education	
School of	96	sequence	108
Educational Opportunity Grants	54	Honors work	126
Elementary Education 98,	123	Honors courses	242
Employment, part-time	55	Housing	58
English, Department of	198	Incomplete grades	138
Enrollment deposit 21,	32	Institute for Child and Family	
Enrollment summaries	298	Development 112,	340
Entrance deficiencies	137	Interdepartmental majors	121
Examinations, course	142	Interior design sequence	110
entrance	22	International Studies 125,	242
placement	142	Italian, courses in	286
semester	142	Junior Year Abroad	128
special	21, 143	Latin, courses in	127
Expenses	30	Latin American Studies	126
other	36	courses in	243
Extension courses	25	Laundry service	33
credits	142	Lectures and concerts	70
Division	25	Library	16
Faculty and staff	302	staff	341
Federal student loan funds	54, 56	Loan funds	53
Fees	31	Mathematics, Department of . .	244
application	32	Medical Technology	88
payments	33	Music, courses in	251
special	35	applied	258
Financial aid	40	fees	35
Foods and nutrition sequence . .	107	organizations	70
Forensic Association, University	71	recitals	258
French, courses in	279	School of	114
Friends of the Library	16	sequences in	114
Geography, Department of	207	National Defense Student Loan	54
German and Russian,		News bureau	18
Department of	210	North Carolina A. & T. State	
Grade of courses 76,	150	University, agreement with .	62
Grade reports	139	Nursing, School of	118
symbols	137	courses in	259
Grades and quality points	137	Officers of Administration	7
Graduate School	26	of Instruction	302
Graduation	145	Organizations, student	72
with honors	146	Orientation program	134

INDEX

	PAGE		PAGE
Parking regulations	60	Scholastic probation	140
Parkway Playhouse	72	Second degree requirements ...	147
Part-time students	34, 140	Secondary education	99
Payments	33	Social life	74
Phi Beta Kappa	72	Social welfare, concentration in	124
Philosophy, Department of ...	261	Sociology, courses in	287
Physical Education, courses ...	216	Sociology and Anthropology,	
sequences in	100	Department of	286
Physical therapy,		Spanish, courses in	282
preprofessional program	131	Special examinations	143
Physics, Department of	264	Special fees	35
Piney Lake	74	Special Programs	120
Placement Office	62	Special students	34, 137
Planning Committee	300	Speech, see Drama and Speech	
Political Science, Department of	267	Speech and Hearing Center,	
Portuguese	286	University	61
Pre-engineering	130	Speech screening tests	179
Prelegal	131	Sports and recreation	74
Premedical	129	Staff	343
Prepharmacy	131	State financial assistance	56
Preprofessional study	129	Statistical summaries	298
Preregistration	135	Student aid	40
Prospective Teachers		Student employment	55
Scholarship Loan	56	Student Government	70
Psychology, Department of ...	272	Student Health Center	61
Publications	73	Student health service	60
Quality points	137	Student load	135
Recitals	258	Student teaching	97
Recreation	24	Summer session	24
interdepartmental major in .	123	credits	141
Refund Committee	38	Symbols used with courses ...	150
policy	37	Table of contents	5
Registration	134	Teacher certification	97
Regulations, academic	139	Teacher education	97, 120
attendance	145	clinical experiences	97
Religion	73	Telephone service	33
Religious Studies,		Television	17
Department of	276	Textbooks	36
Residence, general policy	59	Theatre, University	71
requirements for degree	146	Time requirements, degree	146
status	30	Transcript of record	147
Residence halls	58	Transfer credit	142
accommodations, general	59	Transfer students	23
single rooms	33	Tuition	31
Residential College, The	129	Unclassified students	34, 137
courses	277	Upward Bound Project	343
Romance Languages,		Vocational guidance and testing	61
Department of	278	Vocational Rehabilitation	56
Russian, courses in	212	Weatherpoon Art Gallery	17
Studies	126	Withdrawal from University ..	136
Schedule of payments	33	Work-study program	55
Scholarships and awards	40		



